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ABSTRACT

Through its approach to knowledge and issues, geography education makes a significant contribution to the development of citizenship and citizenship competencies. The ways that geography education has contributed to citizenship education as the two have developed during this century are examined. It is argued that students who study geography should develop competencies in three areas: (1) literacy in the subject matter of geography; (2) the ability to apply geography, its fundamental themes, skills, and perspectives to a wide range of political, economic, social, and environmental issues; and (3) knowledge to help students actively participate as citizens in their local communities, the nation, and the world. Each of the seven chapters concludes with a list of references. (DB)

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Geography Education for Citizenship

Joseph P. Stoltman

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The author dedicates this book
to his parents
Joseph E. Stoltman (deceased)
and
Katherine I. Stoltman

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About the Author

The author is a Professor of Geography at Western Michigan University, Kalamazoo, Michigan. He received his bachelor's degree from Central Washington State College, master's degree from the University of Chicago, and doctorate in Geographical Education from the University of Georgia. He is co-coordinator of the Michigan Geographic Alliance, representative to the Michigan Department of Education for curriculum development and testing, and annually presents geography education workshops and institutes. He has been a visiting scholar and guest speaker to geography organizations in Great Britain, The Netherlands, Federal Republic of Germany, Australia, New Zealand, Spain, Italy, Brazil, Nigeria, Japan, and the Soviet Union. In addition, he is an author of elementary and secondary textbooks and a consultant to the Agency for Instructional Technology in the development of two video series entitled *Global Geography* and *Geography in U.S. History*.

Foreword

Leaders in educational reform are recommending that geography should have a central position in the social studies curriculum. This current movement for revival of the teaching and learning of geography can be traced to the work of the Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers. In *Guidelines for Geographic Education* (1984), the Joint Committee made a strong case for geography as an indispensable part of every student's general education for citizenship, and said that this basic subject "belongs in every grade level of the curriculum. Ideally it should be a separate school subject." In its 1989 report (*Charting a Course: Social Studies for the 21st Century*), the National Commission on Social Studies in the Schools exemplified the continuation of emphasis on geography in the core curriculum: "Because they offer the perspective of time and place, history and geography should provide the matrix or framework for social studies...."

Joseph P. Stoltman reviews the historical trends and recent literature on the reform of geography education; and he makes a strong case for geography as an essential element of education for democratic citizenship. Stoltman also surveys curriculum guides of the fifty state-level departments of education to portray the current status of geography in the school curriculum.

Professor Stoltman has been a major actor in the national movement to improve geography education for citizenship, which he examines in this publication. His outstanding contributions were recognized in October 1989, when Dr. Stoltman was awarded the George J. Miller Award for Distinguished Service from the National Council for Geographic Education.

In this work, Stoltman contributes significantly to our understanding of geography in education for citizenship in a free society. Teachers, curriculum specialists, and teacher educators in the social studies will be interested in Stoltman's synthesis of important literature on the teaching and learning of geography in schools.

John J. Patrick
Director, ERIC Clearinghouse for
Social Studies/Social Science
Education and Director, Social
Studies Development Center of
Indiana University

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The author thanks James F. Marran, Coordinator of the Geographic Education National Implementation Project (GENIP), for permission to use examples in Chapter 6 from two GENIP publications.

Finally, my wife, Gillian, in addition to her own career demands and family responsibilities, found time to be a much appreciated source of support as the manuscript took form.

Introduction

This monograph is about geography and citizenship. Geography is all around us. It is the location of the place where we live and that location relative to all other places. It is the physical and human characteristics of the places where we live, the places we visit, and the places we imagine. It is the relationship established between individuals or groups and the environment. It is the movement of people, ideas, and products between and among places. Geography includes the regions—both micro and macro—where we live as part of local, state, national, and global communities, and where we play out our individual roles as citizens.

Citizenship is more abstract than geography, but it too permeates virtually every aspect of our lives. Citizenship sometimes has a broad connotation, reflecting membership in a community; at other times, it refers to such specific behaviors as voting in an election.

When geography and citizenship are joined, citizenship gains a potent and practical context, which may be local, national, or global. The context may be environmental or sociocultural. The functions of geography and citizenship have many close and interesting links. School attendance districts and global warming are examples of issues that are geographic but also involve citizenship, either in a local community or as a resident of the earth. Geographic education addresses both the local and global aspects of citizenship. In concert, the proximity of geography to our everyday lives and the important role of citizenship in our democratic society build the case for geography's role in citizenship.

This monograph examines the ways that geography education has contributed to citizenship education as the two have developed during this century. It does so in the belief that geography education makes a significant contribution to the development of citizenship and citizenship competencies through its approach to knowledge and issues. It is important that the essential role of geography education in citizenship be articulated so that students who study geography (1) are literate in the subject matter of geography; (2) know how to apply geography, its fundamental themes, skills, and perspectives to a wide range of political, economic, social, and environmental issues; and (3) are better informed so they may actively participate as citizens in their local communities, the nation, and the world.

1

A Geographic Perspective and Citizenship

Compelling arguments can be made for why geographic education complements citizenship. Geography in its widest interpretation includes the interactions between people and their environments on or near the earth's surface. All people depend upon and share common environmental elements of land, water, and air. People move about in the environment, alter the landscape, use natural resources, and pollute the air and water, to name only a few interactions. In doing so, they are acting as citizens of a community, sharing and using the environment. The result is an especially close connection between action and responsibility that guides citizenship within our local and global environments.

The Needs of Citizens in Today's World

"Citizenship concerns the rights, responsibilities, and tasks associated with governing the various groups to which a person belongs" (Remy 1979). Literacy and competency in geography are essential if citizens are to preserve rights, accept responsibilities, and determine the necessary tasks related to the natural environment and human dimensions of the earth. Today's citizens need to know about the global systems of land, water, and air in order to make wise choices regarding environmental issues, consequences, and alternatives. Today's citizens need to comprehend the mosaic of international relations, the aspirations of ethnic and national minorities, and the spatial dimensions of change across our earth. Important elements of citizenship are embedded within the five fundamental themes of geography—location, place, relationships within places, movement, and regions. Those five fundamental themes, discussed in Chapter 3, are essential to both geography and citizenship education.

Paul Woodring (1983), in his review of the debates over education during recent years, argues for the importance of geography education for citizenship. He states:

> [A] knowledge of the landscapes, climates, boundaries, peoples, animals, plants and other resources of the various continents, islands, nations and states is basic to the study of history, political science, economics, geology, biology, and many other disciplines. It is also basic preparation for living in, understanding, and moving about in today's world. Geography provides the kind of information that is necessary for traveling, or for reading the daily paper or a news magazine, or for understanding the weather report on television.

The relationship between geography education and citizenship has also been recognized by geographers. Among those acknowledging the importance of geography for citizenship was J.R. Whitaker, a prominent geographer during this century. He realized that geography education was essential if people were to attain a perspective on the world that included global citizenship. He observed: "We have a keen appreciation of the duties and privileges of citizenship in our own country, but we must accept the challenge presented by the evolving world community.... We must prepare ourselves to take a more intelligent, vigorous place in the world community—we must become citizens of the world" (Whitaker 1948).

Geographic education for citizenship was cited as an important goal of the National Geographic Society Education Foundation in its initiative to improve the teaching of geography. The Foundation's statement that "geographic ignorance results in voters entering polling booths unequipped to make important decisions [about] the problems facing our nation" reflects the view that geography education and citizenship are inseparable (National Geographic Society 1988b).

Geographic literacy is often cited as the major reason for strengthening geography education within the social studies. Most geographers believe that the special global perspective geography develops is important. According to Natoli and Gritzner (1988): "Geographical literacy demands that all students gain a common knowledge of their immediate and world environments. One important characteristic of geography is its concern for the earth as an ecological system. This equips us with a global perspective for analyzing world problems. By studying regions of the changing world, students begin a lifelong learning process with a rich human and physical context."

Yet the relationship between geography education and citizenship is neither widely recognized by the public nor widely written about in the literature of geography or education. For example, in a 1988 Gallup poll, the respondents were asked why geography should be given more emphasis in schools. No respondents specifically stated that geography was essential for effective citizenship (National Geographic Society 1988a). On the other hand, many of the responses reflected a belief that

the application of geographic knowledge was important in understanding current events and world affairs and in learning about other countries, their people, and cultures. Those reasons for studying geography have direct implications for citizenship.

Geographic Perspectives on the World and Citizenship

There is probably no better, or more obvious, place where geography and citizenship interact and complement one another than in building a perspective on the world. That world includes the local communities in which we live, as well as the distant countries and peoples represented by the media materials we view or read.

What perspective on the world is attached to citizenship? Perspective is the way that one looks at the world. A global perspective, for example, involves the ability to view the world in its totality. In contrast, an ethnocentric perspective involves viewing other peoples and nations only in terms of one's own culture.

Perspective is learned through formal education and through informal education provided by family, friends, and the media. Perspective is shaped by the knowledge we have and the objectivity with which we apply it. It is shaped as well by the skills we develop and use to search for and process information. Perspective is affected by the attitudes we have and the values we acquire. Most importantly, perspective influences the way we think about our world and the actions we take, thus linking our thought processes as citizens to the world in which we live.

The world is complex and changes rapidly; it is characterized by a web of global connections between and among natural and human/cultural environments. We must develop perspectives that result in a realistic view of the world. We also need to enhance our abilities to ponder, reflect upon, think about, and act upon that world. When our perspectives include accurate and comprehensive geographic knowledge, along with competencies, attitudes, and values fostered by geographic study, our capacities to think and act as citizens are enhanced.

Two broad elements of geographic education are important in the development of a geographic perspective on the world. They are the environmental and sociocultural systems.

Environmental Systems. Among the social science disciplines, only geography provides connections to the natural and physical sciences (National Commission on Social Studies 1989). It is important that students develop knowledge about the natural environment as a holistic, interconnected global system. That natural system functions as a result of global interconnectedness. Seeing one's self as dependent upon a limited supply of natural products (such as clean air, potable water, precipitation) supplied by natural systems helps one understand how people

in all parts of the world depend upon and affect the biosphere (Winston 1984). Developing a perspective incorporating the natural systems all people on earth share is an important contribution geography makes to citizenship.

Sociocultural Systems. The spatial aspects of sociocultural systems—the locations and distributions of activities by people and how they are linked across the earth's surface—are important to the geographic perspective. Sociocultural systems link the world's people through a vast spatial web that includes political, economic, and social interactions and issues.

1. Political interactions. The world is divided into political units of widely varying sizes and functions. Such countries as the United States and the Soviet Union are involved in geopolitics at global or macroregional levels; other political units, such as cities and towns, are concerned more directly with issues at the community level. The domestic politics of countries and their linkages to other countries make up the global system of politics. All citizens have an important responsibility to know about political systems and their processes. The geographic perspective on the world ebbs and flows with political variations and changes across the earth's surface.
2. Economic interactions. People rely upon the environment for the essentials—food, clothing, and shelter. The perspective on the world gained from knowledge of what products we depend upon from the environment and where those products are located helps citizens understand the complex interrelationships that occur. Land as a resource and the different uses for land are important geographic and value-laden issues. Knowing why some natural resources are valued more than others, or are valued differently by different groups, provides important insights to global sociocultural systems.
3. Social interactions. The social well-being of people varies internationally, regionally, and nationally. Those differences are evidenced through various measures of health care, diet, education, and opportunity. Empathy for others, both as individuals and in groups, is important to a geographic perspective on the world.

Understanding the environmental and sociocultural systems is important to developing and considering one's citizenship and the responsibilities that accompany it. The systems are linked in a spatial web representing the many different interactions on the earth. The systems are distinct because of the spatial questions they suggest: How does an action at one place affect other places? How does an action at other places affect this place? These questions enable citizens to examine how the environmental and sociocultural systems link places and regions.

Geography education is therefore important in formulating a perspective on the world that is significant to citizenship.

Links Between Geography Education and Citizenship

What are the linkages between geography education and citizenship? Historically, the relationship between geography education and citizenship has been cited by various authors and commissions studying curriculum (Butts 1980). One early and direct reference was in the *Cardinal Principles of Secondary Education*, which stated that "while all subjects should contribute to good citizenship, the social studies—geography, history, civics, and economics—should have this as their dominant aim. Geography should show the interdependence of men while it shows their common dependence on nature" (Commission on the Reorganization of Secondary Education 1918).

Twenty years later, another commission defined civic responsibility as including three distinct elements of geography education:

> Conservation. The educated citizen has a regard for the nation's resources.
> Social Applications of Science. The educated person measures scientific advance by its contribution to the general welfare.
> World Citizenship. The educated citizen is a cooperating member of the world community (Educational Policies Commission 1938).

During the 1970s, the linkage between geography and civic education persisted, as noted in the following quotation: "To the extent that courses in history, geography, and economics contribute to students' political knowledge, values, and skills, they are a part of civic education" (Mehlinger 1977). Thus continued the regular reaffirmation of geography education's role in citizenship.

In 1978 the role of geography education in citizenship was reasserted by the National Assessment of Educational Progress. Six major objectives for citizenship were identified, with one addressing geography education to a large extent. That objective was for students to understand important world, national, and local civic problems.

The objective had five components: (1) to understand social conflict among individuals, groups, and nations and the difficulties in achieving peace and social harmony; (2) to recognize how different civic policies may affect people's efforts to meet their economic needs; (3) to recognize major environmental problems and be aware of alternative civic solutions; (4) to see relations among civic problems and particular events; and (5) to generate good ideas about causes and solutions for civic problems (National Assessment of Educational Progress 1978). While these objectives were general, ideas from geography education clearly applied to the world, national, and local problems addressed.

The citizenship and social studies objectives for the National Assessment of Educational Progress published in 1980 included more spe-

cific applications to geography education. Five major categories of objectives were listed. Three were devoted to skills associated with citizenship, and one was devoted to the development of the United States. The remaining objective was to "demonstrate an understanding of and interest in the ways human beings organize, adapt to, and change their environments" (National Assessment of Educational Progress 1980). Of the 53 specific objectives recommended, 21 were clearly within the realm of geography education. An additional 10 to 15, depending upon whether interpreted from a social or spatial context, included various, but significant degrees of geography.

For the 1988 assessment, however, NAEP (1990) more narrowly focused on traditional civics content—democratic principles, political institutions, political processes, and rights, responsibilities, and the law. Two objectives related contexts in which American political life occurs to cognitive skills that allow students to process civic information. The narrowing of the objectives may not reflect a lessening of the link between geography and citizenship; instead it may simply be an artifact of conducting a separate geography assessment in the same school year.

Two additional reports based on the National Assessment of Educational Progress (Allen 1990; Ravitch and Finn 1987) provide insights to student knowledge about geography that is an important base for citizenship. Neither the 1986 national assessment of history, which included geography questions (Ravitch and Finn 1987), nor the 1988 national assessment of geography (Allen 1990) specifically examined the relationships between geography and citizenship. However, the information from the reports indicated that students lacked geographic skills and knowledge of their own country and the rest of the world, and that they did not understand the relationship between geography and history. Generally missing was evidence that students had learned information and skills important to the development of citizens who know about and are competent in responsibly addressing local, national, and global issues.

Summary

A geographic perspective on the world and upon one's role in that world is a desired outcome of geography education. Citizenship is an important component of all education, but more directly the concern of the social studies. Geography within the integrated social studies curriculum and as a separate subject attends to citizenship in several important ways. The very real relationships between geography education and citizenship cited in the writings of experts in social studies, geography, and education are identified within the national assessment materials designed for citizenship. Geography education provides an essential building block for citizenship.

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2

Geography Education and Citizenship: Historical Trends

How has geography education historically been involved in the understanding and transmission of citizenship? In response to this question, this chapter reviews the development of geography as a subject within the school curriculum. It then looks at recent developments in geographic literacy and their connections to citizenship. Finally, it reviews geography education and citizenship in Great Britain and Australia.

Geography in the School Curriculum

Geography has been part of American education since the 17th century, when it was introduced as map and globe study at Harvard (Harvard College was founded in 1636). Elementary schools of the time found the subject, which most certainly included stand-and-recite memory exercises, ideally suited to the intellectual activities and abilities of children. A premium was placed upon geographic knowledge as one trait of a liberally educated citizen (Warntz 1964).

Early textbooks also presented geography as an important part of citizenship. *Geography Made Easy*, by Jedidiah Morse (1784), required students to memorize standard answers to standard sets of questions. The text was strongly biased in favor of New England, reflected religious orthodoxy, and was extremely conservative regarding morals. Those were all essential characteristics of the idealized 18th-century New England citizen.

After about 1830, several states enacted laws requiring the teaching of geography—often that of the home state—in the elementary schools (Rumble 1946). This legislation was an early example of public policy that mandated geography, with citizenship development as a principal motive.

The study of local geography to enhance citizenship in one's immediate area flourished during the period from 1820 to 1870. The Swiss educator, Johann Pestalozzi, promoted the philosophy that direct observation and sense perception were essential to children's learning. In geography, those ideas were manifested in the use of maps and line drawings to illustrate attractive and interesting books. Soon, map drawing, the study of the home region through direct observation, and experimentation using globes became the recognized ways to teach geography (Rosen 1957).

Concurrently, geography was undergoing intense development as a discipline. In the curriculum, geography increasingly began to take on the characteristics of a scientific study (Stowers 1962). Scientific courses in physical geography, especially in the secondary schools, relied upon memorization and description. This approach resulted in less attention to local studies and, presumably, the attachment to place by virtue of citizenship. Perhaps, then, the increased focus upon science instruction weakened the early link between geography and citizenship.

Beginning at the end of the 19th century, the National Education Association's Committee of Ten completed a series of curriculum reviews, including one on geography education. The committee's majority report recommended that physical geography, followed by physiography, be the most important geography offerings in secondary school (National Education Association 1894). The result was physical geography's universal acceptance at the secondary level.

In hindsight, it is interesting to note that a minority report from the committee was far more perceptive, anticipating changes coming within American education and geography. It predicted that physical geography and physiography courses would not meet the cultural demands of a changing citizenry. It argued that people, society, and earth relationships were essential to geography as a school subject (Houston 1893). Little heed was paid to the minority report, which identified geography as an essential subject for citizenship.

Similarly, a report four years later by the Science Section of the National Education Association failed to recognize a broader role for geography within education. The report concluded that geography instruction should be confined to the leading ideas of the physical environment. Physical geography, with no human studies included, remained the foremost offering in secondary school geography (National Education Association 1898).

Undercurrents of change were evident both within geography and education, however, and early in the 20th century the Committee of Seven of the Science Section of the National Education Association presented yet another report concerning geography. The Committee made the following recommendations:

> Geography...should be, in some form, a required subject in all secondary schools....The subject should be presented during the first year of the high school course....There should be at least five recitation periods per week.... About one-fourth of the total time should be devoted to the larger topics in physical geography, with the human side made more prominent than at present, and that the remainder of the year be given to a study of North America and Europe (Chamberlain 1909).

The recommendations further emphasized the response of humans to landforms; the interrelationship of humans and the environment; geography for all students, not just as a college entrance requirement; natural resources; industrial and commercial geography; a closer correlation between elementary and secondary school curricular offerings; and the examination of regional differences. Strong support was given to geography's role in liberal education, which was in turn believed to be important to the development of an enlightened citizenry.

The Committee of Seven recommendations resulted in major changes in geography education. Human and regional geography flourished as they gained support from professional geographers and educators (Stowers 1962). Geography began to show its more humanistic traits through the people-and-places approach of regional geography (Chamberlain 1909). Geography—with its physical, human, and regional dimensions—was viewed as an essential subject for citizenship.

That change in the teaching of geography was followed by the National Education Association's secondary school curriculum review of 1916, a report that was to have a greater effect upon geography than any of the preceding reports. The report included an assessment of the social studies movement and its role in the curriculum. As the writers of the report conceived social studies, it was to represent a single field of study encompassing all the social sciences, without discipline boundaries. A major goal of the social studies, in which the social aspects of geography were included, was citizenship education (U.S. Bureau of Education 1916).

The impact of the social studies on elementary and secondary education became evident in the 1920s, as more and more course materials were developed. Many of the developers were historians, who were not adequately trained to represent other social science disciplines. Recognizing this deficiency, they requested assistance from subject matter specialists in the other disciplines. Help was extended by representatives of virtually all the social science disciplines except geography (James 1969). The argument against cooperation was mainly philosophical. Prominent geographers responded that the discipline was not a social study. They therefore elected not to identify key geographic concepts and ideas for incorporation into the emerging social studies.

As a consequence, geographers did not gain a prominent role in the early stages of the social studies movement. In fact, quite the contrary

occurred. Non-geographers, who often lacked training in and knowledge of the discipline, accepted responsibility for the geographic strand of the social studies curriculum. Elementary errors in information and map presentation were frequent. Rather than coming to the rescue of the discipline, professional geographers withdrew and became even more critical of the poor examples of geography in the social studies.

Changes continued to occur in the structure of the secondary school curriculum in the 1930s. The National Council for the Social Studies recommended that the "more mature aspects" of geography be taught at the high school level as part of the social studies. These included (1) time, place, and space relationships, especially with reference to aviation; (2) the increased use of maps and the teaching of map skills; and (3) increased attention to "geographical factors and influence in economic, social, and political life in the past and present, and in planning for the future" (National Council for the Social Studies 1944). Social studies either replaced or became a parent subject for the widely taught and popular industrial and commercial geography (Mayo 1964). With few protests heard from special-interest groups who supported geography as a separate subject, the inclusion of geography in the social studies curriculum progressed rapidly.

The integration of geography into the social studies was not viewed with favor by everyone—and with good reason. A survey of the literature of the social sciences, geography, and education published between 1944 and 1964 reflected the following about the changing status of geography in the secondary school curriculum:

> (1) physical geography has been neglected almost completely; (2) even in the relatively sparse offerings of human geography, factual material is left out in favor of the interest-centered appeal; (3) as a fused content subject, geography is not given equal time with history or other social sciences; (4) geography does not extend into the senior high school except rarely, and it is even left out in the junior high school to a large extent; (5) there is indifferent teaching in social studies concerning geography due to the lack of preparation of the teacher whose background is usually primarily in history courses; (6) the chronological approach inherent to history wins out over the spatial or geographical approach; (7) there is a lack of understanding on the part of school administrators and teachers as to what geography is and what it should encompass; (8) there is a lack of adequate class time in the curriculum for both history and geography on equal time levels (Mayo 1964).

During this period and several following years, however, no major attempts were made within geography to elevate the discipline's role in citizenship education. Although segments of geography's traditional content were being taught as general science or earth science and another part was fused with history, commercial studies, or the social studies curriculum (National Council of Geography Teachers 1956), the overall status of geography declined steadily.

In her review of geography education over the past 50 years, Winston attributed the steady decline during the 1940s and 1950s, in part, to the confusion among social studies educators about the nature of geography as a subject within the social studies (Winston 1986). Pattison had, in the 1960s, addressed that issue when he examined the four academic traditions of the discipline, which helped clarify the way geographers thought about their discipline relative to geography teaching (Pattison 1964).

Geography's Four Traditions

Pattison's (1964) synthesis of the discipline into four dominant traditions helped to clarify the nature of the subject for educational purposes. It was also helpful in considering the various dimensions of geography in relationship to citizenship. He elaborated upon the importance of descriptive as well as analytical geographic study for interpreting and understanding the world in which we live.

Geography as a Physical Science. Since the physical science tradition of geography was concerned almost exclusively with natural elements and natural occurrences, it provided less direct linkages with citizenship. The strongest case for such linkage was that knowledge of physical geography made one a more comprehending, observant citizen with regard to physical processes in the natural environment.

Those physical processes resulted in early concerns with measuring distances, elevations, and earth-sun relationship as they became translated into the mathematical grid of latitude and longitude. As a physical science, geography was also concerned with the physical systems of land, air, and water; their interactions with one another; and the ways in which those interactions resulted in common physical features on the earth's surface.

Geography as Human-Environment Relationships. The second tradition of geography, which was concerned with the pervasive activities of people on earth, became known as the human-environment tradition. The connections between this tradition and citizenship were more obvious. The human-environment tradition provided citizens with knowledge about how humans affected and were affected by the environment. This tradition provided citizens with an understanding of the range of choices a particular environment offered.

This tradition included the activities people undertook to change, control, harness, and use the earth and its resources. People in rural and urban environments, in mountainous terrain, on river flood plains, in tropical forests, and in deserts all established relationships with the natural environment. Increasingly, technology allowed people to take control of many elements of their environment and convert large areas from natural to human landscapes.

Geography as a Spatial Science. The third tradition was geography as a spatial science. The organization and distribution of phenomena across earth's surface, or earth space, were the subjects of this tradition, which provided citizens with skill in analyzing patterns. The potential for geography to serve as a basis for decision making and critical thinking in citizenship rests in this tradition.

Just as historians use chronology as a major organizing construct, geographers use spatial organization as a major construct. The spatial tradition is concerned primarily with three aspects of the earth's surface: (1) Where are phenomena located? (2) What are the associations—both similarities and differences—between those locations? (3) Is there a cause-effect relationship between the locations and their human and/or physical characteristics? The spatial tradition is probably the least understood by people who are not trained as geographers. It is also the tradition least likely to be represented in social studies and geography curriculum materials.

The spatial science tradition developed early as a scientific aspect of geography. For example, some of the earliest associations between different characteristics of places, such as the relationship between natural vegetation and precipitation, were observed during field work and on maps. Geographers noted very early that certain types of vegetation were associated with varying amounts of annual precipitation. The relationship was spatial, covered a definite area, and was observable and predictable.

Many other things located on or near earth's surface have spatial patterns and relationships with other elements. These include people and their patterns of behavior, which become an important concern for geographers. The spatial tradition enabled geographers to use statistics to examine people and their behaviors as shoppers, commuters, voters, and workers, to name only a few roles. For example, voter registration by precinct and voter participation in those same precincts may be analyzed spatially. Such an analysis might indicate in which areas of the city, county, or state citizen participation is greatest and in which areas campaign workers should exert greater effort to get people to vote.

Analysis of voter participation is just one example of the power of the spatial tradition and its application to citizenship. Spatial analysis is also important in selecting locations for landfills so that neither people on the surface nor groundwater beneath the surface are affected. Some of the best examples of the spatial tradition are observable in the locations of fast-food restaurants and convenience stores where either automobile or pedestrian traffic is heavy, spatially associating volume of sales with volume of traffic at a specific location. Just as importantly, two, three, or even six or seven fast-food stores may be observed within eyesight, suggesting the power of location based upon spatial association with traffic volume.

Clearly, the spatial tradition extends beyond the question of where something is located to why it is located there. These questions often arise when citizens begin examining issues.

Geography as a Regional Science. The fourth tradition in geography is the study of the region. For many geographers, it is the pinnacle of geographic study, incorporating the prior three traditions in the examination of a specific area of the earth's surface. The physical, social, economic, and emotional attachment of individuals to regions gives this tradition a powerful claim to developing citizenship. People who believe they have a vested interest in a region, ranging in size from a small hamlet or farmstead to the nation, are more likely to be involved in citizenship behaviors.

Regions are the result of classification and synthesis, a way of organizing the earth's surface. They may be based on physical or cultural characteristics, or a combination of the two. For example, the hard, winter wheat region of the United States is based upon agricultural and climatic classifications. The wheat grown tolerates freezing and particular moisture levels, making the specific environment, with its frost and precipitation ranges, suitable. That dominant agricultural activity results in a winter wheat region.

The winter wheat region is part of a larger region known as the dry land wheat region of the Great Plains. The Great Plains is a region based upon physical features and climate. The dry land wheat region has a landscape dotted by grain silos and grain processing facilities. Retail activities include dealerships for combines, trucks, and specialized equipment to elevate grain into storage silos. Those physical and cultural characteristics result in a region that has a large degree of coherence in its economic, social, and physical elements. There is also considerable coherence in the activities of people living there, their political dispositions, and their involvement as citizens of communities.

The regional approach is useful because it allows the geographer to examine one element, as under a microscope, or to examine the multitude of interactions between different elements that make, for example, an industrial, retail, or urban region.

While the region is the geographer's way of dividing the earth into manageable parts, there are reasons for and opportunities to study the earth in its entirety. Such an approach is based upon the idea that all parts of the whole are linked together. Geographers have identified and studied the relationships between the various parts of the earth, referring to them as earth systems. These global systems are made up of physical and sociocultural components and have common characteristics. Using global systems allows geographers to demonstrate the worldwide implications of geography for history, economics, and government.

The petroleum embargo of the 1970s provides an example. The embargo had a major impact within the United States, but it also had global effects. The impact of reduced petroleum supplies and greatly increased prices for petroleum products continued to be felt in the 1980s, as wood became the major source of energy in much of the developing world. Discussions in 1990 regarding deforestation have their roots, in part, in 1970s oil pricing and distribution.

The study of earth as a series of interdependent systems gained considerable attention during the 1980s. Curriculum developers and social studies review projects devoted attention to the global perspective (Woyach 1983; Woyach and Remy 1988; National Commission on Social Studies 1989). Many of the techniques that apply to regional analysis in geography are also appropriate for study of global systems. For example, interdependence and complexity are principal concepts in regional analysis; they are also essential to global systems in which all elements of the earth are related. As a tradition of the discipline, regional science provides a prominent descriptive element and a powerful analytic technique by which the complexity of physical and social conditions may be studied. As stated by Woyach and Remy (1988), a "key goal of citizenship education is to help students appreciate the complexity of social problems and the futility of simple solutions."

The four traditions of geography have played an important role in identifying the nature of the discipline as it is related to geography education. They had an early and persistent influence upon the High School Geography Project (HSGP) in the 1960s.

The High School Geography Project and Citizenship

The High School Geography Project (HSGP) was a national curriculum development project that incorporated the new academic geography of the 1960s. The project was undertaken with considerable funding from the National Science Foundation during the post-Sputnik era of reform in science education. As the project evolved, it was agreed that its materials should demonstrate the academic foundations of geography as a discipline, present current ideas and thinking in the discipline, and involve students in doing geography. In discussing the newly emerging project, White (1965) alerted fellow geographers to the importance of geography to citizenship by encouraging an "intellectual experience which we might wish for every citizen who seeks coherent methods of comprehending the world's diversity." The design of the HSGP from the very beginning reflected the belief that citizenship was an important educational outcome.

The project developed a one-year geography course consisting of six units of study: urban geography, habitat and resources, political geography, cultural geography, manufacturing and agriculture, and Japan.

Among the diverse materials developed for the project were models, slide sets, recordings, and simulation activities designed to assist students in concept development.

HSGP was a major attempt to reintroduce geography to the high school curriculum through the preparation of materials designed specifically for the secondary school. It was structured, in large part, around the four traditions of geography, but the development model also included two additional characteristics—one based on syntax geography and the other on the inquiry approach to learning. The project was based upon syntax geography so that students were engaged in using and studying geography in much the same way that professional geographers carried out research and examined issues in the discipline. Students used such tools of the geographer as aerial photographs, stereoscopic viewers, census data, and models of geographic phenomena as part of their day-to-day activities.

The materials developed by the project were inquiry based (Natoli 1986). Students were expected to study big issues from the discipline through a process that began with questions, hypothesis testing, or cognitive dissonance and moved through experimentation to arrive at the solution to the question, speculation regarding possible solutions, or additional questions to be pursued. The process of using geographic information, data sources, photographs, simulations, role playing, and modeling of past, present, and future relationships between people and the environment was at the root of the inquiry approach to teaching and learning.

A major benefit of the inquiry model was that it involved students in practicing citizenship. One example from HSGP that demonstrated the development and application of citizenship was the activity called "Section." "Section" entailed a role play in which students portrayed the citizens and elected officials in a hypothetical state. A major problem was identified, namely allocating the annual budget among a selection of worthwhile projects. The citizens and elected officials represented five regions of the state, with special needs and concerns abounding. The activity was designed to enable students to (1) explain how physical, cultural, and economic differences within a country give rise to differences in political goals and ideals; (2) describe ways special-interest groups seek to fulfill their objectives through the political process; and (3) experience the political process in which limited resources are allocated to meet different and often unlimited needs and wants.

Through the design of such activities, geographers were reflecting the importance of geography education to citizenship. Not only were students using geography, but they were also practicing citizenship.

Following the publication of HSGP, it became evident that few classroom teachers had the academic training within the discipline, especially its newly defined systematic forms of inquiry and analysis, to use HGSP

effectively. Numerous activities were therefore initiated to upgrade the geographic knowledge and skills of teachers. Many of the activities were supported by the National Science Foundation; others were supported by local educational authorities. Special preparation in using HSGP became the focus of summer courses, HSGP institutes, and resource personnel workshops. The latter were designed to prepare resource teachers and administrators to continue teacher upgrading and inservice activities in their local school districts.

The High School Geography Project was relatively short-lived. Despite the fact that HSGP first reached the schools nearly 20 years ago, few studies have been undertaken to obtain objective data regarding its influence on public perceptions of the discipline or to analyze the influences and trends that resulted from the project (Stoltman 1980). One measure of the degree of acceptance of HSGP was the general enrollment statistics during the period of the project's greatest influence. These statistics reveal that geography enrolled proportionately fewer students during the 1970s than during earlier decades (Gardner 1986). One might infer from those data that the actual influence of HSGP on geography in the high schools of the United States was less than needed in order for the discipline to become a growth area. However, HSGP may have prevented an even further decline in the enrollment during that period.

Some other indicators of the influence of the High School Geography Project present a more positive impression. Numerous teachers participated in special institutes and short courses devoted to teaching the project materials. The academic experience of preparing to teach HSGP probably had some carryover to other social studies courses. Another suggestion of success was the fact that Macmillan, the publisher of the materials, revised and republished the project materials in 1979 (Patrick and Hawke 1982). During the 1970s, several other publishing companies produced instructional materials that, while not of the same magnitude, did use models and simulations similar to those in HSGP. Even more recently, selected activities from HSGP were included in a volume focusing on exemplary practices in geography education (Backler and Stoltman 1988). A subjective appraisal of HSGP therefore suggests that its effects have been both direct and indirect.

Several important questions may be raised regarding HSGP and its concern with citizenship. Was the overall philosophy of providing the geography "we might wish for every citizen" not readily communicated to curriculum decision makers and teachers? Were the citizenship concerns lost as a result of the need to prepare teachers to use the materials? Did the array of topics and methods in HSGP divert attention to single trees in the forest, away from the forest biome that represented geography education for citizenship?

The major emphasis upon content preparation and materials implementation that supported HSGP may have diminished visions of the in-

tegrative power of geography, with attention going to different branches of the discipline, such as urban, political, or cultural geography. Little follow-up activity has been devoted to writing about or reporting on citizenship as an important outcome of geography instruction using HSGP.

It is noteworthy that the newly emerging environmental education movement after 1973, and the global education movement underway by 1975, relied to a large extent upon geographic information. However, those activities were directly concerned with citizenship outcomes. Both environmental education and global education were able to capitalize upon citizenship, whereas geography had been unable to fully develop and capitalize upon that aspect of HSGP.

The Period Following HSGP

The late 1970s saw the beginning of several educational reform movements in the United States. The reforms started with a back-to-basics movement in reading and mathematics, but gradually began to encompass other areas of the curriculum. Geography was not greatly affected by the reforms until early in the 1980s, when the news media began carrying articles describing the geographic illiteracy of American students. Survey after survey reported on how little American students knew about the world, including their own country. Commentators repeatedly asked how effective U.S. citizens could be in the world economic and political system when they were alarmingly ignorant regarding the geography of their own country as well as the rest of the world.

The leading academic societies of geographers responded by publishing the *Guidelines for Geographic Education: Elementary and Secondary Schools* (Joint Committee on Geographic Education 1984). The publication presented clearly articulated themes and concepts to teachers and writers of instructional materials in geography and social studies. The *Guidelines* offered a focus for K-12 geography and suggested how the discipline could address the problems associated with the low level of geographic literacy. As a part of the rationale for the *Guidelines*, it was noted that "training in geography gives us unique perspectives about places and their relationships to each other over time. It is an essential ingredient in the total process of educating informed citizens." (An extended discussion of the *Guidelines* in relationship to citizenship appears in Chapter 3.)

If the *Guidelines* were to have any effect upon geography instruction, it was essential that a large number of social studies teachers be convinced of the need for emphasis upon geography. Geographic alliances became a widely accepted means for promoting and enhancing geographic education. Precollegiate teachers, their school systems, geography faculty members in higher education, geography departments,

private industry, and public agencies all were recruited in the alliance movement.

Alliances had long been a part of education in the United States, but the curricular areas that had fostered such collaborative efforts were generally business education, distributive education, and various types of technical and skills training. Academically oriented alliances between schools, the private and public sectors, and academic disciplines were relatively new in the early 1980s.

In geography, the alliance concept first gained momentum in California, particularly in the geography department at the University of California at Los Angeles (Salter 1986). The California Geographic Alliance became one model for action, bringing to the discipline a proactive perspective on school geography that had been absent for most of the prior 50 years. Among the activities carried out by the California Geographic Alliance were lobbying decision makers regarding curriculum matters, presenting geography's case at meetings of educators, gaining media coverage for geography, and establishing strong communications linkages between members of the alliance. In other states, such as Michigan, Texas, and Minnesota, long-standing cooperation between geographers in higher education and social studies coordinators in state departments of education had maintained a strong geography component within the curriculum. In all cases, geographers were engaged in citizenship activities in order to promote their discipline!

Because the attention given to geography in the curriculum varied greatly from state to state, a national network of geographic alliances was begun in 1986 under the direction of and with funding from the National Geographic Society. By 1990, 34 states were engaged directly in alliance or alliance planning activities supported by the National Geographic Society Education Foundation. The alliances sponsor workshops and institutes for geography and social studies teachers, employing a training model that includes both intensive summer experiences and follow-up activities during the academic year. National summer institutes, held annually at the headquarters of the National Geographic Society in Washington, DC, prepare a select cadre of teachers in the content of geography, in teaching methodology, and in leadership skills.

The geographic alliance movement sponsored by the National Geographic Society has focused considerable attention upon geography education in general and geographic literacy in particular. As the largest scientific and educational society in the United States, NGS has employed the resources of its public relations division to highlight geography education in both the printed and electronic media. The national attention given the alliance movement has been enhanced by NGS's sponsorship of an annual Geography Awareness Week and a National Geography Bee.

The National Geographic Society has also sponsored or cosponsored three surveys examining the geographic literacy of people in the United

States and other countries. Taken together, the surveys represent the best information available on geographic literacy of people in the United States and ten other nations.

Two of the National Geographic Society's surveys were carried out by the Gallup Organization and examined the geographic knowledge and skills of people of similar ages. The first (Gallup Organization 1988) was a comparative study of people in nine countries, including the United States. The second (Gallup Organization 1989) collected comparable data from people in the Soviet Union, primarily so the geographic literacy of U.S. and Soviet residents could be compared. Citizenship was not a principal concern of either survey, although the 1988 report acknowledged that world events and issues, whether "political, economic, environmental, or social, all take place within a geographic context. A knowledge and appreciation of the interrelationships between places and events is essential if Americans are to make informed decisions about their place in the world community" (Gallup Organization 1988). (Later in this chapter, geography and citizenship education in Great Britain and Australia are briefly discussed to allow a comparison of the general level of attention to citizenship in those countries with that in the United States.)

The 1988 National Assessment of Educational Progress (NAEP) for geography (Allen et al. 1990) was co-sponsored by the National Geographic Society. The NAEP test examined geographic literacy in a broad sense. The report on student performance claimed "that students should be able to use the skills and tools of geography, including maps, charts, and globes; that they should have knowledge and understanding of the concepts underlying cultural and physical geography, including the location of places, resources, and cultural areas; and that they should understand the application of geographic principles." Clearly, such knowledge, concepts, and principles can help people make informed decisions about the local community, nation, and world.

The information and perspectives included in geographic literacy are important to citizenship. While geography is not the only discipline from the social and physical sciences that contributes to a more informed citizenry, it does have several unique characteristics. First, geography bridges the physical and social sciences, which is especially important when considering the relationships between people and the natural environment. Preserving the environment is of concern to citizens everywhere. Second, geography is the only discipline primarily concerned with the spatial arrangement of and relationships between phenomena on or near the earth's surface, often referred to as spatial organization. Spatial organization is important in making decisions about issues related to location, change, and movement—issues that have affected citizens in the past and will continue to do so in the future.

Geography Education and Citizenship in Other Countries

How does the role of geography education in the understanding and transmission of citizenship in the United States compare to that in other countries, namely Great Britain and Australia? One can argue that Great Britain, Australia, and the United States share a common educational heritage, based largely upon British traditions. Therefore, it may be instructive to examine how geography education for citizenship has developed in Great Britain and Australia, and how it is dealt with currently in the educational systems of those countries.

Great Britain. The Geographical Association, an organization of geographers dedicated to the promotion of geography education, has had a long-standing interest in citizenship education. In 1919, the Association issued a manifesto on geography in the schools, stating:

> In teaching geography in schools we seek to train future citizens to imagine accurately the interaction of human activities and their topographical conditions....The mind of the citizen must have a topographical background if he is to keep order in the mass of information which he accumulates in the course of his life, and in these days the background must extend over the whole world (Council of the Geographical Association 1919).

Several years later a book entitled *Geography in Education and Citizenship* was published in Britain, pointing out the important role that geography had in citizenship (Barker 1927). By the 1930s, geography in Britain became increasingly viewed as a world citizenship subject. Implementation of this view did not proceed without problems, however, since teachers asked to cover geography often did not have adequate preparation in geographical synthesis. According to some critics, the lack of synthesis resulted in factual treatment of the subject, with little or no attention to the relationships between people and the natural environment (Honeybone 1954). Others disagreed with Honeybone, arguing that the world citizenship perspective had greatly expanded the regional coverage of geography into a general survey of wide horizons. In doing so, the unique value to citizenship of social and economic generalizations developed though geographic synthesis was somewhat discounted (Goodson 1987). This debate notwithstanding, geography continued to be an important subject for citizenship within British education. Slater reaffirmed the ties between geography education and citizenship when she described the discipline-based approach to geography teaching:

> Acquiring knowledge and skills through geography has been predominant, overt, and most explicit of our activities. The belief that the study of things geographical would automatically contribute to developing good citizens...and that geography must by its very nature lead to international understanding may be cited as examples of geography's concern for fostering certain attitudes and values. Indeed, such claims and concerns may be seen as part of the ongoing

> development of a justification and rationale for geography in education...considered to be educationally worthwhile and societally desirable (Slater 1982).

In its most recent position statement, the Geographical Association also reaffirmed the importance of geography education "so that we may behave as sensibly and successfully as possible in our personal lives, as voting citizens and as members of the worldwide community" (Bailey and Binns 1987). While citizenship is a goal of geography education within Britain, it is firmly rooted in the discipline approach. When British authors write about citizenship, they are referring to the ways the discipline of geography contributes to the development of responsible citizenship.

Australia. Geography education's role in citizenship within Australian education has received increasingly greater attention during the 1980s. Early attention to citizenship was largely focused upon skills of participation and values regarding the environment and natural resources. Maye, a leading proponent of geography education for responsible citizenship, has stated:

> As...citizens, students will be expected ultimately to make positive contributions to their communities through their personal actions and conduct; and through more formal citizenship activities such as being members of groups, assisting community projects, attending meetings, and voting. In exercising their roles as citizens, students will have direct and indirect influence upon the quality of life and the environment within the communities of which they are a part (Maye 1984).

The Australian Geography Teachers Association has also addressed the role of geography education in citizenship. In its policy paper on geography education, six life-roles were suggested for inclusion in the secondary school study of geography: (1) learner, (2) social being, (3) recreator, (4) producer, (5) consumer, and (6) citizen. While each role has obvious citizenship components, the sixth addresses geography education and citizenship directly. According to the report, geography education helps students "to analyse the social and environmental implications of political decisions; evaluate alternative forms of social action; and encourage others to participate with you to conserve the environment and redress social injustice" (Australian Geography Teachers Association 1988).

Summary

Geography education and citizenship share a long history of association within the school curriculum. When geography was taught as a separate subject, geographers showed limited acceptance of the notion that one of the educational outcomes of geography was citizenship, de-

spite the reference to qualities of citizenship in early textbooks. Geography's period as a physical science removed it from the citizenship and social concerns addressed by the curriculum. Geographers' reluctance to submit geography to the newly formed social studies, where citizenship was a major objective, further removed geography from its ties to citizenship.

Following the emergence of the social studies and geography's inclusion, few geographers in the United States, until very recently, promoted the importance of geography for citizenship. In other countries, but especially Australia, the importance of geography for citizenship has been clearly and persuasively articulated. The geography professionals currently working in geographic education in the United States must highlight and capitalize upon the opportunities that the links between the discipline and citizenship present.

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3

Geography Education and Citizenship: The Present

In the 1980s, geographers interested in education recognized that if geography were to make progress within American education, then it must present themes that the discipline could support with confidence and that geographic educators could pursue with imagination and vigor (Olmstead 1987). In 1984, the Association of American Geographers and the National Council for Geographic Education sought to address that need by publishing *Guidelines for Geographic Education: Elementary and Secondary Schools*, the work of a joint committee of the two organizations (Joint Committee on Geographic Education 1984). Through presentation of clearly articulated themes and concepts, the *Guidelines* provided geography with a focus for addressing curriculum issues. The publication also offered suggestions about how the discipline could address the problems associated with low levels of geographic literacy.

The *Guidelines* described five fundamental themes from geography that were of concern to geography and social studies teachers. While these themes did not represent the only way to organize geography for instructional purposes, they did communicate the importance of selecting themes that had application to the classroom. The themes were direct and comprehensible, as well as easy and interesting to apply. In short, the five themes caught the attention of educators across the country. The themes represented a structure for geography in the K-12 curriculum that was supported by professional geographers and teachers.

This chapter describes the five fundamental themes, as well as essential skills in geographic education. It then analyzes the fit between those themes and skills and contemporary approaches to citizenship education.

The Fundamental Themes of Geography

The fundamental themes represent those aspects of geography that are most appropriate for school geography, whether taught as a separate subject or as part of the social studies. As such, they embody the major contributions of geography education to citizenship. Drawing upon the traditions of geography identified by Pattison (1964), the themes have legitimacy, both structurally and conceptually, within the discipline of geography. The five fundamental themes of geography are listed below and subsequently described in detail.

- Location: Position on the Earth's Surface.
- Place: Physical and Human Characteristics.
- Relationships Within Places: Humans and Environments.
- Movement: Humans Interacting on the Earth.
- Regions: How They Form and Change.

Location: Position on the Earth's Surface. Absolute and relative location are two ways of describing position on the earth's surface. In many situations, identifying absolute locations—precise points on the earth's surface—is important. For instance, determining the precise position of freshwater supplies is critical to filling the world's freshwater needs. Determining relative location—the position of one place with respect to other important places—is equally significant. If, for example, the position of freshwater supplies is too remote from potential water users, then exploiting those supplies will not be feasible.

Place: Physical and Human Characteristics. All places on earth have distinct physical and human characteristics that give them meaning and distinguish them from other places. Physical characteristics are the result of geological, hydrological, atmospheric, and biological processes that produce landforms, water bodies, climate, soil, natural vegetation, and animal life.

Human ideas and actions also shape the character of places. Places vary in their population composition, as well as in their settlement patterns, architecture, kinds of economic and recreational activities, and transportation and communication networks. One place can be distinguished from another by the ideologies and philosophical or religious tenets of people who live there, by their languages, and by their forms of economic, social, and political organization.

Taken together, the physical and human characteristics of places provide keys to identifying and interpreting both basic and complex interrelations between people and their environments.

Relationships Within Places: Humans and Environments. All places on the earth have advantages and disadvantages for human settlement. High population densities have developed on floodplains, for ex-

ample, where people could take advantage of level ground, fertile soil, water resources, and opportunities for river transportation. By comparison, population densities are usually low in deserts. Yet floodplains are periodically subjected to severe damage, and some desert areas have been modified to support large populations.

People modify and adapt to natural settings in ways that reveal their cultural values, economic and political circumstances, and technological abilities. It is important to understand how such human-environment relationships develop and what the consequences are for people and the environment. Such understanding helps people develop an appreciation for the natural environment they share with others and for their own cultural heritage, as well as that of people in other places.

Movement: Humans Interacting on the Earth. Human beings are unevenly distributed across the face of the earth. Some live in rural areas, while others live in towns, villages, or cities. People interact with each other through travel from one place to another and through communications; they rely upon products, information, and ideas that come from beyond their immediate environment.

The most visible evidences of global interdependence and the interaction of places are the transportation and communication lines that link every part of the world. These linkages demonstrate that most people interact with other places virtually every day of their lives. Interaction continues to change as transportation and communication technologies change. The geographical and societal changes that come about are an important result of the movement of people, ideas, and products.

Regions: How They Form and Change. The basic unit of geographic study is the region—any area that displays unity in terms of selected criteria. Some regions are defined by a single characteristic, such as governmental unit, language group, or landform type; others are defined by the interplay of many complex features. There are almost countless ways to define meaningful regions, depending on the issues and problems being considered.

Regions perform numerous functions in geographic education. They define convenient and manageable units upon which to build our knowledge of the world. They provide a context for studying contemporary issues and current events. Regions represent an intermediate step between our knowledge of local places and our knowledge of the entire planet and its global systems.

Essential Skills in Geographic Education

The *Guidelines* focused attention on cognitive skills that are pervasive in geographic education and important to citizenship. Although little more than reading maps and globes had previously been emphasized

in geography education, it had long been recognized that geographic skills entailed considerably more, including skill in using such means of presenting and interpreting spatial information as photographs, maps, graphs, charts, and statistical tables.

In order to communicate the broader range of geographic skills, the *Guidelines* presented five general skills categories. All the skills included met two criteria: (1) they promote the development of geographic literacy through the application of geographic information and processes, and (2) they have important applications to the issues and problems that confront citizens. The five skill categories are listed below and subsequently described in detail.

- Asking Geographic Questions.
- Acquiring Geographic Information.
- Presenting Geographic Information.
- Interpreting Geographic Information.
- Developing and Testing Geographic Generalizations.

Asking Geographic Questions. Geography is distinguished by the kinds of questions it asks—the "where?" and "why there?" aspects of an issue or problem. Students need opportunities to develop and practice skills in asking such questions and searching for answers.

Acquiring Geographic Information. These skills include being able to identify locations using grid systems, making observations and acquiring information during field study, and obtaining and organizing geographic information from different graphic modes, including maps, tables, photographs, and graphs.

Presenting Geographic Information. These skills involve the ability to prepare maps, tables, photographic displays, and graphs, and to make organized, coherent, written and oral presentations.

Interpreting Geographic Information. Interpreting involves the ability to discover what a particular map, table, or graph says or implies about the question or issue being investigated. Specific examples include describing trends portrayed on a line graph, recognizing the relationships between information on two or more maps, and comparing information in tables with that shown in some other form. Interpreting information requires the development of a critical approach, examining information for its accuracy and the extent to which it represents major patterns or single occurrences.

Developing and Testing Geographic Generalizations. Skills in this area include the ability to make inferences based on information presented in maps, tables, graphs, and in oral and written narrative form. These skills also include the development and testing of hypotheses regarding both observable and non-observable geographic characteristics

of the earth, its environment, and human inhabitants. They include being able to distinguish between generalizations and rules that apply to macro-level areas of the earth and those that apply to micro-level areas.

The five fundamental themes and five essential skills of geographic education make important contributions to the development of citizenship. The relationship between geography education and citizenship becomes even clearer when contemporary approaches to citizenship education are reviewed.

Geographic Education and Approaches to Citizenship

Citizenship education has been the topic of many educational philosophers, theorists, and practitioners over the years. Within education in its broader social context, Newmann (1977) has identified eight widely acknowledged approaches to citizenship: (1) the academic disciplines, (2) law-related education, (3) social problems, (4) critical thinking, (5) community involvement, (6) values clarification, (7) moral development, and (8) institutional school reform. While several of the approaches are used more frequently than others, they are not mutually exclusive and considerable overlap is observed among them.

Reviewing the approaches to citizenship education in relationship to the fundamental themes for geographic education reveals that only institutional school reform fails to complement geography education very well. Linkages between the other seven approaches and geography education are discussed below.

Academic Disciplines. Reliance upon the academic disciplines for citizenship education is the most pervasive approach used today. While some educators have proposed reducing the influence of the disciplines in the pursuit of citizenship, these disciplines remain the strongest element of the social studies curriculum. The discipline-oriented approach presents facts, concepts, generalizations, and theories about societies, both in the past and present. The underlying assumption is that knowledge of scholarly information will help citizens recognize and address civic problems as they arise in the future.

It is within this approach to education that geography education is most frequently viewed. The five fundamental themes of geography are solidly based upon the academic traditions of the discipline. The skills recommended for use in geography education are applications of the content, concepts, and processes of the discipline. For example, by studying the advantages or disadvantages of various locations, students develop analytical concepts and skills that will assist them in making such decisions as where to live within a community, how to improve environmental conditions, or where to locate a school relative to flight paths at a busy regional airport. Geography education assists citizens in de-

veloping and presenting effective rationales, an important aspect of participation in individual or group decision making and of influence on public policy.

Law-Related Education. Law-related education, according to its proponents, is "designed to provide students with conceptual as well as practical understanding of the law and legal processes and to equip them with knowledge of both their rights and responsibilities" (Turner and Parisi 1984). Many law-related education programs stress active student participation, modeling the role of the citizen. While law-related education is sometimes taught as a separate course, it is more often infused into such other courses as civics, government, or U.S. history.

Geography courses also provide opportunities to address legal issues, especially as they relate to the environment. For example, cities, townships, and counties use geographic information in developing zoning ordinances; these ordinances are enacted by citizens who serve on legally appointed boards or vote in community-wide referenda. At the national level, the Environmental Protection Agency recommends and enforces laws that protect the environment.

Historical examples of the interplay between law and geography are also available. The rectangular land survey of the Ordinance of 1785 laid out the spatial pattern for establishing township and county units of government, as well as designating the sixteenth section of each township for educational purposes. This example illustrates the relationship between geography and legal jurisdictions at various levels of government.

Social Problems. This approach to citizenship addresses specific social issues that are current and likely to be important in the lives of students. Such issues might include racism, the homeless, drugs, energy, censorship, pollution, health, and unemployment. Many issues reflect relationships between science, technology, and society. This approach deals with issues that are pervasive and have long-term importance to society. Through this approach, students are provided with opportunities to examine authentic public issues, raise questions about those issues, and seek information that will help resolve an issue or understand why it persists.

A powerful application of citizenship within geography education is in the identification of issues germane to the five fundamental themes of geography education and the examination of those issues, using any or all of the themes. By experiencing how one issue is addressed students begin to understand the process by which other issues are addressed, using geographic information, concepts, and skills.

An excellent application of the issues approach to geography education and citizenship is the video series entitled *Global Geography* (Backler 1988). Each program in the series highlights an issue of importance in geography education, such as deforestation, change, trade,

planning, population distribution, interdependence, land use, migration, and natural hazards. Geographic information, concepts, and skills, along with the fundamental themes, are used to examine the issue in a regional context. In order to develop a global, as well as local, perspective, the program examines the same issue's impact on several regions of the world. Following the issues approach, students practice examining the issues, raising questions about them, and seeking information that will help them identify possible solutions.

Critical Thinking. The responsible citizen is often represented as an individual who cannot be misled or manipulated by the government or the media. The responsible citizen thinks critically, arriving at conclusions independently after reviewing and passing judgment upon the evidence. The responsible citizen can justify the conclusion in a rational manner.

In her review of research on critical thinking, Cornbleth (1985) concluded that "organized knowledge is crucial to critical thinking." Two aspects of critical thinking distinguish it from other mental conceptions. First, critical thinking requires that a person be skeptical in viewing issues and explanations; content knowledge is necessary to pursue that skepticism and address issues. The second distinguishing characteristic of critical thinking involves the questioning of ideas—identifying issues, raising questions about those issues, and pursuing evidence to evaluate the claims and conclusions of others. Cornbleth suggests that students should be engaged in considering the following questions with regard to their own beliefs: Why do I believe that? How do I know? How have I reached that conclusion? What are my biases? What might happen if I take a particular action?

Geography provides a context in which such questions can be raised. Knowledge from geography is critical in raising questions and evaluating policy statements about such issues as global warming and climate change.

The ability to make decisions is an important outcome of learning to think critically. Engle and Ochoa (1988) identify two levels of decision making. At the first level, students must decide upon the accuracy and dependability of information being used to support a position on an issue. At the second, more complex level, students must know "how to define the problem, what values should be pursued, what public policies should be supported, what candidates should be elected, and what actions should be taken with respect to social concerns" (Engle and Ochoa 1988).

The first level of the decision-making process is essential in order to have decision making at the second level. With most issues, and especially those addressed by geographic education, adequate information and knowledge are needed in order to address the issues critically and arrive at a plausible solution. Engle and Ochoa suggest that critical think-

ing and decision making are possible using a number of topics from geographic education. For example, they suggest that geography might focus upon three problem areas: (1) How can we better utilize the variations in weather over the earth? (2) How can we better protect the fragile ecosystem of earth? and (3) What should be done, if anything, to see that peoples of the earth eat better?

Subsequent questions that might be asked are indicated below.

- What is an ecosystem?
- Why is the ecosystem important to us?
- Where on earth is the ecosystem most under threat?
- Where on earth are useful things being done to protect the ecosystem?
- What should be done, if anything, and by whom to repair the ecosystem?

Several of the fundamental themes of geography education apply when seeking answers to those question. For example, the "where" questions address location. The "what" and "why" questions address the physical and human characteristics of place and interactions between people and the environment. Such questions introduce students to the heart of geographic study. As they identify other questions and search for a way to investigate them, students proceed in a fashion similar to the way in which a reflective and responsible citizen would respond to a social problem.

Critical thinking and its subsequent attention to decision making provide geography education with two important challenges. First, in learning how to apply the processes involved in critical thinking and decision making, students will gain skills essential to making informed, rational decisions in the future. Second, involvement in critical thinking and decision making will bring students to the threshold of social participation. The differences between the topics presented in geography and those outside the classroom, often referred to as the "real" world, will narrow. Students will recognize the direct transfer of skills learned in geography to the decisions that confront them as individuals and as citizens of communities (Vuicich and Stoltman 1974).

Community Involvement. One criticism leveled at school-based citizenship education is that it is too abstract and verbal. It is divorced from the real world of causes and effects. Proponents of community involvement argue that students must be provided opportunities to examine actual community problems and issues and to participate in direct citizen action. One of the major outcomes of this citizenship activity is the development of participation skills.

Geography education, with its tradition of field study, is well-suited to community involvement activities. The five fundamental themes of geography education incorporate the processes of data collection and analysis that are of importance to community participation. Activities to

enhance student participation in the community abound within the place theme. Demographic data, both from published sources and collected in the field, are essential. Potential community involvement activities focusing on interactions between people and the environment are also numerous; in such activities, land use surveys, observation of environmental deterioration, and location of pollution sources would provide information for use in designing citizen action.

The movement of people, ideas, and products within as well as between the community and other communities may be examined by surveying traffic patterns and retail functions; goods and services that the community provides can be compared with those of other nearby communities. Student-gathered data about movement patterns in the community could be analyzed and applied to numerous community issues related to health and care services, issues that are especially important to the very young and the elderly. Of equal importance is the way in which geography students render information resulting from field studies. Maps of a community showing the locations of crimes, automobile accidents, or sources of air, water, or ground contamination carry a powerful message.

Articulating suggestions for possible solutions or alternatives to existing public policies is a next step in the community participation activity. This step may be accomplished via meetings between community leaders, service groups, and students, as well as through such public education efforts as writing letters to the editor, presenting a panel discussion for parents, or publishing a newsletter.

Values Clarification. Individuals regularly face dilemmas requiring them to make choices based upon their underlying values. Citizenship activity entails clarifying values and examining how those values affect decisions and choices that are made. The discussion of values and their importance to geography education in the United States has never been a priority. For example, the *Guidelines for Geographic Education* address values by stating that geography "suggests alternatives for future human settlement on the earth within the contexts of a variety of value and environmental systems" (Joint Committee on Geographic Education 1984). In contrast, the Australians have made values a focus of geography education, as suggested by the following statement:

> Attitudes and values shape and colour all knowledge and influence the way in which knowledge is used. Decisions affecting the physical and social environment are based on value positions. An important focus of geographical education is for students to explore the relationships between people and the social and environmental conditions in which they live. Students should develop an awareness of issues and problems and recognise the conflicting value positions which underlie them. Opportunities should be afforded to students to question these value positions as a means of analysing and qualifying their own values, attitudes, and beliefs. A most effective means for students to become aware of values of

> other people and to understand how the values of different individuals and groups shape their world is for the students to investigate issues about which there is no general consensus. In this way students can develop a geography of concern as they come to appreciate the values-laden nature of all knowledge as well as develop social empathy, tolerance, and respect for others (Australian Geography Teachers Association 1988).

The Australian statement suggests the rich arena of values associated with geography education. It must also be added that many of the values-related topics in geography are neither controversial nor politically inflammatory. They can be examined objectively, identifying the influence that different values have on positions related to particular topics or issues.

While considerable writing and research regarding values has been done within social studies generally, insufficient attention has been given to values clarification within geography education. In 1974, Vuicich and Stoltman noted that values education had received considerable lip service in geography education, but that values transmission remained more common than teaching the analysis of values.

One major exception is the treatment of values in a book of world geography lessons, described by its authors as follows:

> Each lesson presents national security in a balanced way that does not advocate a particular point of view. The lessons apply concepts and ideas from the academic field of national security studies to the purposes of citizenship education. They do not try to advance explicitly or implicitly one point of view regarding national security topics as superior to all others. Rather, they seek to advance students' knowledge of the national security dimension of world geography as well as their intellectual skills in preparation for responsible citizenship (Backler and Sabata 1989).

An example of a lesson that entails opportunities for values clarification is entitled "U.S. Military Bases in the Philippines." In this lesson, which examines the geographic theme of location, students read an item entitled "Susan Carmichael's Decision." The following excerpt highlights the opportunities for values clarification:

> Today is the day that Susan Carmichael has been dreading. She is a member of the Military Bases Commission. Today, Commission members must make a decision about the future of Subic Bay Naval Base and Clark Air Base in the Philippines.
>
> The problem for Ms. Carmichael and the other Commission members is that while Pentagon analysts are telling them that the U.S. bases are irreplaceable, others are urging them to close them down (Backler and Sabata 1989).

Additional information is provided for the scenario. Within the reading, the students have an opportunity to (1) identify objects and statements on values, (2) describe the conditions under which objects of value judgments are found or value judgments are made, (3) make per-

sonal value judgments, and (4) evaluate the context within which the value judgments were made.

Moral Development. Ethical thinking and decision making rest on moral principles. Ethical thinking calls for a high order of moral reasoning in relationship to one's interactions with others or with those elements of the environment that have an effect upon others. While geography education has generally been concerned with moral development of citizens as an element of the social studies curriculum, geography education can also be applied to citizenship directly through moral development issues.

One way of doing so is through the fundamental theme, relationships within places (interactions between people and the environment). Attention to environmental concerns has been part of geographic education since its inception, and persistent problems facing people and the environment have been examined in the search for some resolution. Questions about the earth, its physical and human systems, and the ways in which they interact, are among some of the most important questions facing citizens as we approach the 21st century. The environment includes a mosaic of more than 5 billion real people, residing on and depending upon the finite resources of the earth to sustain them. All citizens, and especially our elected leaders, need to be prepared to make ethical decisions about the earth's environment and its people.

The second way in which geography can be directly applied to moral development issues centers on the human characteristics of place and how humans treat each other. Moral development includes how we view others, including those who share our culture and heritage and those with diverse backgrounds and views. Moral dilemmas are a useful strategy to examine moral development as part of geographic education.

"The Impact of an Embargo: The Case of South Africa," is one example of how a moral dilemma can be developed in world geography (Backler and Sabata 1989). In this lesson, students examine the importance to U.S. national security of strategic minerals from South Africa. Within the scenario developed by the lesson, a political figure is faced with a moral dilemma: balancing views toward apartheid in South Africa and the need for strategic minerals within the United States. After being presented with arguments supporting several alternatives, students recommend which decision the political figure should make. In this moral dilemma, the human characteristics of place provide essential information on which to base a recommendation or decision.

Summary

This chapter has discussed the current state of geography education for citizenship. While citizenship has not been a major goal of geography education, the research and writing on citizenship suggest that the dis-

cipline should play a prominent role. The five fundamental themes of geography provide a sound discipline-based approach to citizenship. In addition, geography can contribute in various ways to citizenship development through the approaches of law-related education, social problems, critical thinking, community involvement, values clarification, and moral development. The fundamental themes of geography seem especially well suited for providing the knowledge structure that complements all the approaches to citizenship education.

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4

Citizenship in Geography Education: A Review of Research

Geographers have seldom waved the geo-banner regarding the contributions of their discipline to citizenship education. That lack of connectedness between the two topics is nowhere more evident than in the research. Examining the role of geography within citizenship education as presented by the research must be done as micro-inspection. Only a small number of empirical studies have been completed, and an equally small number of philosophical reviews and analyses of geography education and citizenship have appeared.

The research reviewed in this chapter is classified for discussion under two main headings. First, research that has relied upon surveying and evaluating students to examine citizenship in geographic education is discussed. Within this category, most of the research is not from geography education, but rather from studies of global and international understanding. Studies in these areas often include information about or reflect on the importance of a geographic perspective in citizenship. Such studies are usually pertinent to geography education due to their concern with students' perspectives on the world.

Second, the relationship between geography education and citizenship has a philosophical basis that is treated, although infrequently, in the literature of the discipline. Such philosophical writings on the concern for citizenship within geography education are also reviewed.

Researching the Geographic Perspective on the World

Empirical studies regarding geographic components of international and cross-cultural perspectives on the world began in the 1950s. Researchers at that time were interested in the effects of increased inter-

actions between people in different countries, especially as a result of the effects of new transportation and communications. New international political alliances were forming as well, and researchers were also interested in how these new alliances might affect the way people viewed the world.

The research studies from this period that have significance for geography education and citizenship were survey and evaluation studies of geographic knowledge and studies of the perceptions students held of the world. Both kinds of studies provide an informative overview of the geographic perspective on the world and how it develops, while they also permit inferences regarding its relationship to citizenship.

Survey and Evaluation Studies. A popular topic within this area of research has been geographic place literacy—studies focusing on the degree to which students have attained geographic knowledge of cities and countries of the world. Research on the geographic literacy of different samples of students and adults has been carried out both nationally and internationally (National Geographic Society 1988). The surveys have also compared results from different populations at different times. For example, a 1950s test of geographic knowledge was administered 34 years later to a group of North Carolina college students. The data, when compared, showed that the 1980s group scored 27 points lower than their predecessors in the 1950s (Schwarz 1987). While such studies are interesting, they lack the power of longitudinal studies that monitor several groups at five- or ten-year periods.

Despite the persistent concern about geographic literacy, the relationship between geography education and citizenship has not been an element of the research. Nor has there been any appreciable amount of conjecture about such questions as this one: Do geographically literate people become more involved as citizens? What is known about the relationship between geographic education and citizen participation?

A recent series of articles addressing geography education for responsible citizenship in seven different countries cited a a high level of agreement concerning the importance of geographic knowledge. There was less agreement on how geography could achieve more responsible citizenship (Stoltman 1990). The arguments presented were similar to that made by Leming (1989), who suggested that disciplinary knowledge provides the basis for a commitment to democratic values, permits informed action, and provides an informed tradition within which citizenship can function. While research evidence demonstrating a relationship between geographic education and citizenship is, for the most part, absent, the benefits of geography education to citizenship are acclaimed by the authors who have addressed that issue both in the United States and other countries.

If we accept the claim that geographic knowledge is important to citizenship, there is cause for concern. Evidence suggests that American

students are not well-equipped for the geographic dimension of responsible citizenship. NAEP's *The Geography Learning of High School Seniors* (Allen et al. 1990) reports that U.S. students in their final year of high school were lacking in each of four areas: knowledge about locations, the use of skills and tools of geography, understanding cultural geography, and understanding physical geography.

The conclusions of the survey and evaluation studies that focus upon geographic literacy among the school-age population, in particular, are similar: knowledge about geography is lacking. If the school-aged groups represent a microcosm of the larger population of the United States, the studies may reflect limited geographic knowledge among citizens. According to the survey research, basic geographic information that would seemingly be useful—in fact essential—for making important decisions and interpreting information about the state of local, regional, national, and global issues is not held by a large segment of the population.

Perceptions of Other People and Places. The perceptions that people hold of their own and other countries also reveal information regarding what people know and how they view the world. One of the early studies regarding perceptions of other people and places was carried out in Switzerland by Piaget and Weil (1951). The study revealed that not until about the ages of eight to ten did Swiss children fully comprehend the national group to which they belonged. They had not developed accurate ideas about people or national groups in other countries prior to those ages. However, by age fourteen, children knew that people in other countries had different ways of life and cultural patterns; the children also expressed views that people in other countries were as important and valuable as citizens of their countries as were the Swiss to Switzerland.

A study conducted during the early- to mid-1960s looked at views of students from ten countries (Lambert and Klineberg 1967). Children aged six, ten, and fourteen were interviewed to determine how they perceived other nations. Children in the United States, for example, were asked what nationality they would most like to be if they were not American. The youngest children expressed little preference for any one nationality, naming 26 different national groups. Among those most frequently selected were British, Italian, and Canadian. Among the ten-year-old children there was somewhat stronger preference for the British. Children fourteen years of age clearly expressed the belief that the British were most similar to Americans.

When asked which nationalities they would least want to be, children six years of age selected Chinese, German, Indian (from India), Japanese, and Russian with about the same frequency. Children aged ten and fourteen expressed a belief that the Russians were the least desirable, followed by African nationalities; the ten-year-olds also ranked Germans as among the least desired.

The study revealed that judgments pertaining to desirable and undesirable nationalities were strongly based upon the other country's actual and perceived disposition toward the United States. In other words, countries viewed as challenging the United States either directly or indirectly were believed to be less desirable. That response pattern is important, since national pride and patriotism are generally associated with citizenship, often being viewed as complementary.

Lambert and Klineberg (1967) also investigated the perceptions children held of people who lived in other nations or regions. Six reference groups of people from different regions of the world were selected: Black Africa, India, China, Brazil, Germany, and Russia. Students in the United States were asked if people in these regions were similar to or different from themselves. The American children at all age levels believed that four of the six reference peoples were different from themselves: Chinese, Indians, Africans, and Russians. The other two reference groups, Brazilians and Germans, were perceived by six- and ten-year-olds as being different from themselves, but the fourteen-year-old children saw the Brazilians and Germans as being similar to themselves. The younger children in the sample most often expressed a dislike for peoples in all of the reference groups, but response patterns suggested greater acceptance of the foreign reference groups as the students' ages increased.

With the six-year-olds, perceptions of similarity/difference were generally based on clothing, physical characteristics of the people, and language. Among the ten-year-old children, the same three elements were important, but they also considered cultural habits and material possessions. The fourteen-year-olds focused mainly upon cultural habits and politics in explaining similarities and differences. The responses, including traits of the reference groups as being either desirable or undesirable, were explained by the children in terms of geography and habits of living.

To a large extent, the findings of Lambert and Klineberg (1967) were similar to the findings for the Swiss children as well as those from a similar study of Scottish children (Jahoda 1963). In general, the studies revealed that the perspective of one's own country and of the world beyond progresses through a series of general stages related to psychological and chronological development. Spatial-territorial sequence complements the changes in geographic perspective from an egocentric to a sociocentric pattern (Sell 1983; Stoltman 1977).

The Lambert and Klineberg (1967) study provided important ideas about how children's geographic knowledge of the world develops and why it has educational significance for citizenship. While younger children hold a singular view of their membership in the smaller community, older children are able to consider multiple citizenship roles, ranging from the community to the world. Geographic knowledge clearly, therefore, makes contributions to citizenship.

Other research studies have also revealed information regarding connections between geography education and citizenship. The *Other Nations Other Peoples* study examined the perceptions of countries and people held by U.S. students in grades 4, 8, and 12 (Pike and Barrows 1979). The data from the study clearly suggest three educationally significant ideas regarding geographic education and citizenship.

First, students in fourth grade (about 10 years of age) had a very self-centered/we-they view of the world, based in large part upon perceived and real differences between nations and peoples.

Second, by eighth grade, students viewed the United States as a part of the larger world. They were beginning to look for similarities when comparing countries, but differences continued to make an important impression. For example, at the eighth grade, students perceived the Soviet Union and East Germany as being undesirable nations inhabited by undesirable people. There were few gradations between the opposite ends of any continuum for comparison: it was either different or it was similar.

Third, twelfth-grade students expressed negative perspectives on several of the world's countries, focusing mainly on the USSR, the People's Republic of China, and East Germany. Those perspectives were generally associated with some specific information about those countries, such as lack of freedom. The either-or comparative framework for looking at the world had developed into one in which students searched for a rationale to justify their perspective on a country.

Barrows (1981) extended this research to post-secondary students in a project that examined interests, feelings of kinship, and concern about the rest of the world. The data from that study suggest that sizable numbers of students graduating from college have attitudes, feelings, and perceptions that result in an unenlightened or unproductive perception of the world. Such attitudes are believed to be significant because they serve as filters for future information acquisition, as well as indicators of the students' future perspectives on the world. As an interdependent world becomes even more of a reality, misperceptions held by students may serve as a powerful counterforce to the development of a geographic perspective on the world that is essential for responsible citizenship (Barrows 1981).

Philosophical Views of Geography Education and Citizenship

Several geographers have written about, discussed, and been proponents for the contributions of geographic education to the larger issue of citizenship. Nicholas Helburn (1987), for example, states that "from early on geographers concerned with education have been explicitly

concerned that their students (and their students' students) be effective citizens." Helburn believes that the major manifestation of citizenship in geographic education has been "preparing students to solve public policy problems, both near and far." In reviewing public policy problems, he identifies three persistent issues to be addressed: (1) the interaction of local society with the environment; (2) the interdependence of one's own society with others around the world; and (3) the recognition and acceptance of cultural differences.

Other writers have reviewed geography within the social studies traditions of citizenship transmission, social science disciplines, and reflective inquiry. In their discussion of geography education and citizenship, Libbee and Stoltman (1988) state that "citizenship education today involves living in a global society, increased concern with people-environment relationships, and a greater emphasis upon multicultural education."

The public policy approach discussed by Helburn and the citizenship transmission approach discussed by Libbee and Stoltman have numerous similarities. For example, Helburn's concern with the interaction of local society and its environment is parallel to the people-environment relationships identified by Libbee and Stoltman; the recognition and acceptance of cultural differences is parallel, at least in part, to multicultural education; and interdependence of one's own society with others around the world is parallel to the global society.

A major unanswered question, however, is the extent to which citizenship transmission and geography education actually interact in the curriculum. It has been suggested that the direct transmission of citizenship beliefs and values is more suitable to the elementary social studies curriculum, whereas the more analytical discipline and reflective inquiry approaches are best served at the secondary level (Libbee and Stoltman 1988). Geography is widely included as part of the elementary and middle or junior high school curriculum, but it is generally absent from the high school sequence of courses (Superka and Hawke 1980). One would therefore expect that citizenship and geography education interact most closely at the elementary and middle or junior high school levels.

Summary

In summarizing the research on citizenship in geography education, limited as it is, geography appears to serve citizenship education in two relatively specific ways.

First, geography education provides knowledge and a unique perspective on the world, its nations, and their peoples. Geographic knowledge functions as the basis for citizens to make wide-ranging decisions and judgments.

Second, geography education provides information in the form of content and processes that enable citizens to formulate and evaluate public policies ranging from the local to the international in scale. If responsible citizenship and social participation are expected to develop as an outcome of education in general, then students need information, the skills required to uncover essential information, and the problem-solving and inquiry processes necessary to formulate a position on an issue and enter into discourse regarding that position. In conclusion, geography education provides a unique perspective on the relationships between people and the environment. This contribution is not replicated by any other segment of the curriculum. Since individuals as citizens are playing increasingly significant roles as local advocates for a quality global environment, geographic education makes an important contribution to citizenship competence by examining public policy issues and concerns relative to the earth, its uses, and abuses.

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5

Geography and Citizenship in State Curriculum Guides

Most of the states and the District of Columbia publish and distribute social studies curriculum guidelines. The guides' specificity varies from state to state. Some states have little more than a general outline of recommended content coverage while others present elaborately developed scope and sequence statements.

The states vary greatly in their use of, as well as the authority of, the curriculum guidelines. In Texas, for example, the social studies framework carries considerable importance, and school systems across the state tend to follow it closely. In Michigan, the essential goals and objectives of social studies are the criterion reference for the Michigan Educational Assessment Program, and school districts adhere to recommended sequences in order to prepare for the statewide assessment. By contrast, a few states have no statewide curriculum document in social studies, and others simply publish recommendations, leaving actual decision making to the discretion of local school systems.

Beginning during the summer of 1988, state-level social studies coordinators or departments of education in all of the states and Washington, D.C., were contacted to request copies of their most recent state social studies curriculum guides. By January 1990, responses had been received from all 50 states and the District of Columbia.

The guides were obtained to examine them for evidence that geography education is considered to have a specific role within citizenship. The following questions were the basis for examining the guides:

1. Does the social studies guide incorporate the five fundamental themes of geography education? Are they specific or implied by similar terminology?

2. What does the social studies guide say about citizenship education?
3. Are connections between geography education and citizenship recommended within the guide?

A state-by-state review of the findings from the survey is presented in this chapter. These results are summarized in the sections that follow.

Themes of Geography Within State Curriculum Guides

Ten states incorporate the five fundamental themes of geography education in their social studies curriculum guides; these states are Alabama, Alaska, Arizona, Arkansas, California, Delaware, Illinois, Indiana, Michigan, and Minnesota. In some cases, the fundamental themes were developed as part of a central focus on geography education. In other instances, the five fundamental themes were applied to social studies courses other than geography.

It is important to note that each of the states that include the fundamental themes had revised their social studies guidelines since 1984, the year that the five themes were published. It is expected that other states will incorporate the themes in their guidelines in the future.

Following are examples of how the five fundamental themes have been incorporated in the curriculum guides of Minnesota and California.

Minnesota. The Minnesota guidelines have integrated the traditional concepts of geography recommended by Steinhauser (1966) with the five fundamental themes. The traditional concepts of the discipline complement the "new geography of the 1980s," as represented by the themes (Harper 1990).

Theme:	Location-Absolute and Relative.
Concepts:	Direction, situation, site, earth grids (latitude and longitude).
Theme:	Relationships Within Places-Humans and Environments.
Concepts:	Spatial distributions (patterns), compactness of patterns, efficiency of patterns, spatial distribution, and dispersion.
Theme:	Place.
Concepts:	Areal association (similarities and differences), dependent variable, independent variable.
Theme:	Movement-Spatial Interaction.
Concepts:	Networks (transportation, communications, economic, political), nodes and links, population, diffusion (space, time, and barriers).
Theme:	Regions and Regionalization.

Concepts: Area, neighborhood, community, boundaries (physical, political, cultural, social), globalism, topography, climate, habitat, rural and urban, resources (natural and human), energy, environment, conservation, development, technology, pollution.

California. *The History-Social Science Framework for California Schools* presents the development of geographic literacy through the fundamental themes of geography. This document employs the themes in emphasizing the importance of geography and the functions that geographic knowledge and skills serve. In order to develop geographic literacy, the *Framework* recommends that students achieve these objectives:

- Develop an awareness of place.
- Develop locational skills and understanding.
- Understand human and environmental interaction.
- Understand human movement.
- Understand world regions and their historical, cultural, economic, and political characteristics.

In several other states' guidelines, the five fundamental themes of geography education are either specified or strongly implied through topic or concept lists. In revisions of state guidelines, more traditional concepts and topics from geography are sometimes classified under the more inclusive fundamental themes, suggesting that guidelines do not have to abandon prior structures for geography when incorporating the five fundamental themes.

Citizenship Within State Curriculum Guides

Virtually all of the state social studies curriculum guidelines mention citizenship education. Many give development of skills and knowledge necessary to citizenship as a major, or even the primary, goal of social studies instruction. For example, Indiana's *Social Studies Proficiency Guide* states that "the goal of the social studies is the development of responsible citizenship based upon thinking and decision-making skills which allow students to gain knowledge, process information, consider the importance of values and beliefs, and actively participate in a democratic society."

Another group of states includes citizenship education as one of several strands that comprise the social studies program. In still other states, citizenship goals are addressed through such specific courses as civics or government.

The social studies guidelines from four states—Arizona, California, Delaware, and Minnesota—suggest direct relationships between geog-

raphy education and citizenship. The direct application of geography to citizenship was evident in such statements as "the protection of the biosphere is an ethical idea that is being understood in different ways, especially as it impacts industry and commerce" (Arizona) and the inclusion of environmental issues within the examination of "possible causes and possible solutions of civic problems" (Delaware).

In most state guidelines for social studies, however, the relationship between geography education and citizenship is implied rather than stated explicitly. The linkages between geography and citizenship are usually subtle, requiring the reader to infer a relationship. Geography education's contribution to citizenship, as presented by state guidelines, is usually through the discipline approach. One can readily infer from the state guides that studying geography and learning geographic information, concepts, and skills provide an important means for the development of responsible citizenship.

The second most common approach the guides use to link geography and citizenship is the study of issues. The issues dealt with normally reflect interactions between people and the environment (relationships within places), but also extend to movement, such as the migration of people and international trade.

Rarely does a guide suggest application of geography to moral or ethical questions; the Arizona example cited above is one of the few exceptions. Considering the wide range of environmental issues alone, this appears to be a serious underuse of geography in development of responsible citizens.

A state-by-state review of curriculum guides is presented below. Connections in these guides between geography and citizenship are discussed. Treatments of the five fundamental themes of geography education are assessed.

Alabama. *Alabama Course of Studies: Social Studies* (1986).

Geography and Citizenship: Citizenship education is an integral part of social studies. Included are the recognition and importance of responsible citizenship in a global community; participation in local, state, national, and international governmental processes; and understanding local, state, national, and world problems. Specific to geography are recognizing major environmental problems and being aware of alternative civic solutions. However, the objectives for geography in grades 6-7 and at the high school level suggest no connection with citizenship.

Five Fundamental Themes: The five fundamental themes of geography are included as a significant component of the social studies guidelines.

Alaska. *Alaska Social Studies Model Curriculum Guide* (1987).

Geography and Citizenship: The goals statement addresses knowledge, democratic values and beliefs, and skill development. Geography is included within the knowledge goal, with a reference to international human rights (it is assumed that students would learn about human rights policies by studying other countries in geography). In the citizenship/government strand at grades 1-3 and 4-6, geography is included through the topic "awareness of the geographic/political organization which unites people by a common government." However, the recommended learning activities include identifying various state and national flags and symbols, which does not necessitate geographic investigation beyond the superficial level. Recommended activities for grades 4-6 also include using maps of U.S. regions to show political subdivisions and the legal powers held by those divisions. Suggestions are made about studying how international organizations help promote cooperation between governments and ways in which governments attempt to deal with economic disparities through social and economic planning. At grade 7 a number of suggested learning activities indicate some relationship, although indirect, with citizenship. One suggestion is to take erosion evidence photographs in the vicinity of the school and set up an erosion bulletin board.

Five Fundamental Themes: The five fundamental themes of geography are included as a significant component of the social studies guidelines.

Arizona. *Social Studies Essential Skills* (1988).

Geography and Citizenship: The guide states that "activities in the school and the community enlarge the classroom learning environment and help students develop a commitment to public service." The guide lists geographic literacy as a goal, along with literacy in several other areas (e.g., economic literacy, ethical literacy). Within ethical literacy, the guide includes the following statement: "the protection of this biosphere is an ethical idea that is being understood in different ways, especially as it impacts industry and commerce." This relationship provides a direct link between geography and citizenship education.

Five Fundamental Themes: The five fundamental themes of geography are included as a significant component of the social studies guidelines.

Arkansas. *Social Studies Grades 5-8* and *Secondary Social Studies* (no date).

Geography and Citizenship: At grade 7 the main topics are economic/cultural/social geography. Several objectives imply citizenship: (1) give examples of cultural changes that have occurred in the United States since 1979 and in Arkansas since 1980, and (2) discuss how movements can be planned and organized to save energy, reduce travel time, and conserve resources. The guidelines for high school use the five fundamental themes, organizing each by basic skills, developmental skills, and extensions. No direct references to geography as citizenship education are made, but inferences regarding its role can be drawn. For example, under basic skills are the following objectives: (1) explain how intensive human activities can dramatically alter the physical characteristics of places, and (2) give examples of ways that places can be damaged, destroyed, or improved through natural processes or human actions. Under the extensions are the objectives most closely related to citizenship. Several examples are to (1) describe ways in which people define, build, and name places and develop a sense of place; (2) discuss why places are important to individual human identity and as symbols for unifying a society; and (3) investigate ways that humans are changing landforms in the world, and predict the consequences of these changes.

Five Fundamental Themes: The five fundamental themes of geography are included as a significant component of the social studies guidelines in grade 7 and in the high school course.

California. *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* (1988).

Geography and Citizenship: The California *Framework* devotes a section to the five fundamental themes within the goal of knowledge and cultural understanding. Geography is one of six literacy areas, with the others being historical, ethical, cultural, economic, and sociopolitical literacy. Another goal addresses democratic understanding and civic values. Recommendations, such as to think critically and creatively about issues and confront the unresolved problems of the society, have considerable application to geography and citizenship. Within the descriptions of recommended courses are numerous opportunities to relate geography to the development of citizenship.

Five Fundamental Themes: The five fundamental themes of geography are included as a significant component of the social studies guidelines.

Colorado. *Report of the Social Studies Task Force* (1984).

Geography and Citizenship: Social studies is the study of the relationships of human beings to their social and physical world. Social studies contributes to a student's meaningful and positive participation in the family, neighborhood, state, country, and world. This is accomplished through the development of knowledge, skills, and attitudes essential for responsible, productive citizenship.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Connecticut. *Connecticut's Common Core of Learning* (1987).

Geography and Citizenship: *Connecticut's Common Core of Learning* represents a position statement designed to focus educational development in all curricular areas. It includes broad state objectives regarding citizenship and geography as part of the history and social sciences curriculum.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Delaware. *Social Studies Content Standards* (1985).

Geography and Citizenship: The citizenship education/government component of the curriculum has six major segments, with one being devoted to "the important world, national, and local civic problems." There are four general objectives: (1) identify common concerns of people around the world, such as population growth, food shortages, disease, conflict, and cultural differences; (2) recognize that values vary from culture to culture; (3) identify several major local, state, and national environmental problems and suggest possible solutions; and (4) provide examples of causes and possible solutions to civic problems.

Five Fundamental Themes: The five fundamental themes of geography are incorporated in the social studies guidelines in grades 7 and 8.

District of Columbia. *Social Studies Program: K-12* (1984).

Geography and Citizenship: Connections between citizenship and knowledge are implied, with geography being subsumed under the general title of knowledge.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Florida.

According to a survey conducted by the Council of State Social Studies Specialists (1986), Florida school districts set their own scopes and sequences for social studies.

Georgia. *Quality Core Curriculum: Social Studies* (1988 draft).

Geography and Citizenship: The relationships between geography and citizenship are not specifically developed in the grade K-8 document, which does include a strong geographic skills component. In the grade 9-12 document, within social participation as a topic/concept in world geography, "the learner presents viewpoint to other citizens, leaders, officials, etc." Within the citizenship/government topics and concepts, students are to locate geographical settings of historical and current events. The specific applications implied for geography and citizenship are within the geographic skills emphasis from the K-8 document.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Hawaii. *Elementary Social Studies Program Guide* (1981).

Geography and Citizenship: Citizenship education cannot be confined to learning about and participating in our own national institutions. Many goal statements indicate a need to increase young people's awareness of their role in global affairs and to help them behave in ways that will be conducive to the welfare, not only of their own country, but of other countries as well. The curriculum guide begins in the early years by providing broad statements related to citizenship (e.g., a democratic society is dependent upon citizens who exercise civic responsibility), but no direct connections between citizenship and geography are made.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Idaho. *Social Studies: Elementary Course of Study* and *Social Studies: Secondary Course of Study* (1988).

Geography and Citizenship: Citizenship is essential to our democratic system of government. Effective social studies programs help prepare students to identify, understand, and work to solve problems

that face our increasingly diverse nation and interdependent world. The guide suggests that a well-designed social studies curriculum (1) deals with critical issues in the real world, (2) leads to citizen participation in public affairs, (3) fosters attitudes and values for participation in a democratic society, and (4) fosters identity as a member of the global human family. Democratic values and beliefs are presented as a separate category of goals, along with knowledge and skills. The relationship between geography and citizenship is acknowledged in such statements as "Social studies is a basic subject in the K-12 curriculum that derives its goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world."

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Illinois. *State Goals for Learning and Sample Learning Objectives: Social Science Grades 3, 6, 8, 10, 12* (1986).

Geography and Citizenship: The social studies has as a goal the understanding of human society, with an additional goal of education for citizenship. While citizenship education is a goal of the entire educational community, social studies has a special role. A democracy demands citizens who are knowledgeable concerning human affairs and who can apply this knowledge effectively in the critical task of self-government. Linkages between citizenship and the elements of the curriculum are implied, but no specific statements relate geography to citizenship.

Five Fundamental Themes: The five fundamental themes of geography are included as a significant component of the social studies guidelines.

Indiana. *Social Studies Proficiency Guide* (1987).

Geography and Citizenship: The goal of the social studies is the development of responsible citizenship based upon thinking and decision-making skills that allow students to gain knowledge, process information, consider the importance of values and beliefs, and actively participate in a democratic society. The guide directly connects geography instruction and citizenship. For example, under local government, it is suggested that groups plan projects for improving the local environment.

Five Fundamental Themes: The five fundamental themes of geography are included as a significant component of the social studies

guidelines, but under several areas of the social studies other than geography.

Iowa. *A Guide to Curriculum Development in Social Studies* (1986).

Geography and Citizenship: The social studies program is concerned with preparing young citizens for active participation in American society. Social studies should be viewed as an essential component of students' education. Social studies plays a significant role in leading students to value democratic beliefs and behavior, to understand themselves in the context of contemporary life, and to live responsibly in the global community. It is the responsibility of the social studies to prepare young people to identify, understand, and work to resolve problems that confront them, our nation, and the international community. Social studies develops the necessary individual leadership skills to enable students to cope with change, resolve conflict, appreciate diversity, and participate responsibly in a representative democracy at local, state, national, and international levels.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Kansas. *Guidelines for Program Development in Social Studies* (1986).

Geography and Citizenship: Social studies has a specific mandate in regard to citizenship education: to provide every school child and adolescent with the opportunity to learn the knowledge, skills, beliefs, and values that are needed for competent participation in social, political, and economic life. A goal is to develop in students a knowledge base for understanding people and their relationships with their social and physical environments. The guide does not refer specifically to citizenship within geography instruction.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated within the guidelines.

Kentucky. *Essential Skills: Social Studies* (1987).

Geography and Citizenship: The first specific focus upon citizenship education is at grade 8; an objective is to identify the rights and responsibilities of a citizen in the United States. Numerous other objectives imply citizenship in the broadest sense. There are no connections made between citizenship and geography.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Louisiana. *Social Studies Curriculum Guide: Grades K-6* (1981) and *World Geography Curriculum Guide* (1985).

Geography and Citizenship: The elementary guide indicates that social studies education is primarily responsible for equipping citizens with knowledge and skills necessary for them to participate effectively in the processes of our democracy. Five strands make up the social studies program in grades K-3: physical geography, social organization, economic organization, political organization, and historical heritage. The physical geography strand is further divided into location, topography, climate, natural resources, and ecology. Each subdivision has learner outcomes and suggested activities. Numerous examples of citizenship activities rely upon geographic concepts and information in order to arrive at alternative solutions to such issues as land use and transportation. The world geography course begins with a systematic introduction to geography. Next is a series of country case studies, one each from nine regions of the world. While applications of geography to citizenship education are possible and may be readily adapted from the numerous suggested activities, no direct connections between geography and citizenship are made to alert the teacher to those possibilities.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Maine.

Specific curriculum guides for the social studies are not prepared by the Maine Department of Education. Under the Educational Reform Act of 1984, each school authority, at the local level, determines curriculum goals, objectives, and content sequences.

Maryland. *Chapter 08 Social Studies Program* (1982).

Geography and Citizenship: Maryland's specific subjects document issued by the State Board of Education refers to *Chapter 08 Social Studies*. The document provides general guidelines but states that "each of the local education agencies shall provide social studies curriculum guides for the elementary and secondary schools under its jurisdiction." The first goal listed in the document is to help students become "effective citizens in American society." Subsection 5 addresses "the role of culture,

technology, and the environment in the location and distribution of human activities," with the major subheadings dealing with geography.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Massachusetts.

The Commonwealth of Massachusetts does not have state social studies guidelines. The Massachusetts Council for the Social Studies is preparing a social studies document that will serve as a guide.

Michigan. *Essential Goals and Objectives for Social Studies Education in Michigan (K-12)* (1987) and *Curriculum Review Handbook for Social Studies Education in Michigan (K-12)* (1988).

Geography and Citizenship: The central purpose of social studies education is the development of citizenship. The connections between citizenship and geography are implied in the *Essential Goals* document, but suggestions regarding the way in which they interact are not presented. In the geography course described in the *Curriculum Review Handbook*, students are to apply democratic values to their consideration of regional and global issues that cannot be solved by any one country alone (e.g., world trade, human rights, food and energy distribution, population growth, environmental quality, armed conflict, arms control, and international communications). In addition, students are to broaden their appreciation of cultural diversity and consider the value of cultural pluralism.

Five Fundamental Themes: The five fundamental themes of geography are included as a significant component of the social studies guidelines.

Minnesota. *Model Learner Outcomes for Social Studies* (1987).

Geography and Citizenship: The primary role of geographic education is to present information and facts about the world; to introduce and reinforce the concepts of location, place, relationships within places, movement between and among places, and regions; to examine values and attitudes towards environments; and to sharpen intellectual and practical skills. Geographic inquiry promotes active questioning and fosters acquisition and use of geography's organizing principles and skills. Citi-

zens need such principles and knowledge to make personal and societal decisions about using environments wisely, resolving conflicts among competing values and groups, and cooperating with people from different cultures.

Five Fundamental Themes: The five fundamental themes of geography are included as a significant component of the social studies guidelines.

Mississippi. *Mississippi Curriculum Structure* (1987).

Geography and Citizenship: Social studies derives its goals from the nature of citizenship in a democratic society that is closely linked to other nations and peoples of the world. Goals for the social studies K-12 are targeted on educating citizens to become informed and to develop skills necessary for citizen participation in social, civic, and political processes. Numerous objectives within the geography section of the guide develop skills and information, but none specifically address citizenship.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Missouri. *A Guide to Social Studies Curriculum Development for Missouri Educators* (1980).

Geography and Citizenship: Citizenship education is instruction directed at helping students become more effective as individuals and as participants in various groups to which they belong, from the family to global systems. Citizenship education helps students understand and exercise rights and responsibilities related to the functions and governance of those groups. Among the reasons for citizenship education are to understand and respect others, value diversity, and to inform themselves about current social issues and emerging trends. The connections between geography and citizenship are implied but not specified.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Montana. *Social Studies Goals* (1987 draft).

Geography and Citizenship: The draft document presented 12 goals for the social studies, with several topics recommended within each goal. One goal addresses effective citizenship skills, presented as organization, process, and community involvement. Beyond that goal,

there are few references, either direct or implied, to citizenship. The geography goal primarily addresses people-environment relationships. Concepts that support those relationships are identified. The document makes no specific or implied connections between geography and citizenship.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Nebraska.

According to the Council of State Social Studies Specialists (1986) survey, Nebraska school districts set their own social studies curriculum under Nebraska school laws. One law states that "An informed, loyal, and patriotic citizenry is necessary to a strong, stable, and prosperous America."

Nevada. *Social Studies* (no date).

Geography and Citizenship: Seven goal statements are presented, with the first being "the rights and responsibilities of democratic citizenship." Among the objectives that follow for K-12, there are no citizenship objectives specifically within the geography strand. However, the global issues strand includes "identify the interrelatedness of local and national problems with those confronting the world" by the end of grade 6; by the end of grade 8, students are to (1) understand that criteria for evaluating personal and social problems may vary from culture to culture, (2) identify possible worldwide effects of decisions made by individuals, communities, and nations, and (3) describe environmental problems and possible solutions to those problems.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

New Hampshire. *Standards for Approval of New Hampshire Public High Schools, Grades 9-12* (1987).

Geography and Citizenship: Social studies helps students acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the nation, and the world. The state standards statement includes the following goals: (1) increase awareness and concern for the ways that the world's people, resources, and environments are interrelated and interdependent, (2) know the geography of the United States and the world and its impact on political, economic, and social development, and (3) understand and accept the responsi-

bilities of citizenship and share in the rights and benefits granted to citizens.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

New Jersey.

There are no state social studies guidelines distributed by the Department of Education in New Jersey.

New Mexico. *An Elementary Competency Guide for Grades 1-8* (1988).

Geography and Citizenship: The guide lists learning outcomes for geography in grades 1-8. There are no specific references to geography and citizenship. Several of the outcomes statements do, however, have citizenship embedded. For example, an outcome for grade 6 is, "Describe how geography affected the development of western civilization."

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

New York. *Global Studies (Field Test Edition)* (1986).

Geography and Citizenship: The geographical and historical setting is a central theme for the global studies course. Among the overall goals of the course are several that address citizenship. For example, one goal is to value the principles and ideals of a democratic system. Several linkages to knowledge and attitude objectives extend from that goal. However, the geography component of the global studies course is not clearly developed, which makes it difficult to associate citizenship with specific geographic knowledge or skills or their application in citizen-oriented problem solving.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

North Carolina. *Teacher's Handbook: Social Studies Grades K-12* (1985).

Geography and Citizenship: Beginning at grade 9, the program focuses upon economic, political, historical, and social knowledge and skills needed by all citizens in an interdependent world. While there are no direct linkages between geography and citizenship, such goals as

becoming better informed and more competent in using information about national and world affairs are supportive of both geography and citizenship.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

North Dakota. *A Guide for Curriculum Planning K-12* (1983).

Geography and Citizenship: Citizenship education is not mentioned in the introduction to the social studies section of the guide. Several courses within the options listed, mainly citizenship and problems of democracy, have citizenship identified as the main goal. There is no reference to citizenship within the geography course description.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Ohio. *Citizenship, Multiculturalism, and Human Relations Education* (1985).

Geography and Citizenship: There is no statewide curriculum document for social studies in grades K-12. The document reviewed has numerous opportunities for citizenship and geography to share roles, but few specific suggestions are made that would result in that type of interaction.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Oklahoma. *Handbook for Secondary Social Studies Educators* (1981) and *Suggested Learner Outcomes: Social Studies* (1985).

Geography and Citizenship: The handbook has the following statement that reflects the extent to which geography and citizenship are related directly: "United States citizens can no longer afford the luxury of imagining themselves isolated from the rest of the world and unaffected by economic, social, and political events occurring outside their own borders." The description for the senior high geography course cites "examining global relationships and problems" as a mission. The philosophy statement for the suggested learner outcomes in social studies indicates that "the primary function of public education is to prepare young people for the society and the world in which they live." Of a

series of 11 outcomes, the following may be interpreted to reflect upon citizenship education: (1) the student will develop critical-thinking skills and use geographic concepts to examine contemporary issues and events and project possible consequences; (2) the student will identify and analyze population statistics and distribution, food supply systems, and migration patterns; (3) the student will discuss the importance of the human impact on the biosphere; and (4) the student will develop problem-solving and critical-thinking skills.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Oregon.

The Oregon Department of Education expects to have a statewide social studies curriculum document prepared in 1990 for implementation during 1991-1994.

Pennsylvania. *Regulations of the State Board of Education* (1987).

Geography and Citizenship: The document covers all the curricular areas, with a section on citizenship and another on environment. It is stated that quality education shall help every student learn the history of the United States and acquire values and attitudes necessary for responsible citizenship. Knowledge of histories at local, state, national, and global levels is listed as an objective. Under environment, it is stated that quality education shall help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment. The objectives identified are to achieve (1) knowledge of natural and human resources; (2) understanding of geographic environments: local, regional, global; (3) knowledge of interrelationships and interdependence of natural and human systems; (4) personal environmental attitudes and values; (5) environmental problem solving and management skills; and (6) knowledge of and appropriate uses of energy. While there are no direct suggestions linking geography and citizenship, there are numerous implied relationships.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Rhode Island. *The Basic Education Program for Rhode Island Public Schools* (1985).

Geography and Citizenship: The primary purpose of the social studies program is to provide learning experiences for all students that will lead to acquisition and development of the knowledge, skills, atti-

tudes, processes, and competencies essential for self-development, positive human relationships, and participation in a representative democracy, a market economy, and a work society. Concepts, content, and methodologies from geography, as well as from the other social sciences, are included in the social studies. No references are made to connections between geography and citizenship.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

South Carolina. *Social Studies Curriculum Guide* (no date).

Geography and Citizenship: The guide offers six recommendations for components of locally designed social studies curricula. They are (1) a philosophy or system goal; (2) a scope and sequence; (3) goals consisting of course goals, instructional goals, and performance goals; (4) suggested teaching strategies; (5) major instructional activities; and (6) lists of available materials and resources. Neither geography nor citizenship is mentioned in the guide.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

South Dakota. *South Dakota Social Studies Curriculum Guide* (1981).

Geography and Citizenship: Citizenship is a major theme in the social studies curriculum. The study of citizenship encourages individual and collective participation in public decision-making. One objective is to identify personal rights and responsibilities as a global citizen. There are four sub-objectives: (1) define global citizenship; (2) recognize the interrelated nature of global citizenship; (3) demonstrate concern for the freedom, health, living conditions, and so on of people around the world; and (4) identify personal responsibilities to other global citizens. Within the geography theme, an objective is to apply decision-making skills to geographic issues and problems on earth and in space.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Tennessee. *Social Studies Curriculum Framework* (1984).

Geography and Citizenship: Within the broad goals statement are two that imply geography: (1) the student will be a responsible, contributing, informed member of the family, the local community, the

nation, and world and (2) the student will develop skills in oral and written communication, information gathering, critical thinking, and problem solving.

Five Fundamental Themes: The five fundamental themes of geography are not specifically included in the document, but they are implied through the use of topic and/or concept lists.

Texas. *Social Studies Framework: Kindergarten-Grade 12* (1986).

Geography and Citizenship: The basic theme for the social studies curriculum is "The Individual as Citizen." Three major instructional goals are listed: (1) acquiring knowledge; (2) developing attitudes and values; and (3) developing skills and processes. The attitudes, values, and skills for citizenship are presented in considerable detail in a separate section, with no cross-references to the world geography requirement. Geography is a common topic throughout each of the K-12 grade levels. World geography meets a requirement in grades 9-12. However, the connections between geography and citizenship must be inferred.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Utah. *Core Curriculum for Social Studies K-12* (1985).

Geography and Citizenship: Social studies helps prepare students to become responsible, rational, participating citizens in a pluralistic, democratic society and in a world that is becoming increasingly interdependent. At all levels, the social studies emphasizes citizenship practices and principles, as well as global awareness and geographic skills. Standards are listed for two geography courses in grades 9-12, with the first being required of all students. Connections between geography and citizenship are implied.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Vermont. *Framework for the Development of a Social Studies Scope and Sequence* (1986).

Geography and Citizenship: The citizenship recommendations are very broad. At grades 7-8, citizenship as a set of expected behaviors, values, and beliefs is the recommended content. More specifically, the guide recommends that students be able to cite examples of what is good

citizenship in a society and to illustrate the influences of propaganda on citizen action. The connections between citizenship and geography are implied.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated within the guidelines.

Virginia. *Standards of Learning Objectives* (1983).

Geography and Citizenship: One year, the eighth grade, is devoted to citizenship studies, which includes content selected from law-focused, consumer, and career education. Political and economic decision making, rights and responsibilities of citizenship, and the importance of individual participation in local, state, and national affairs are emphasized. International systems are compared to our own. No direct linkages are suggested between geography and citizenship.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Washington. *Guidelines for K-12 Social Studies Education Curriculum Development* (1986).

Geography and Citizenship: Citizenship education is discussed within the rationale for the social studies. Suggestions within the geography component indicate a connection with citizenship; for example, students are to recognize human responsibility for maintaining the environment in a livable condition. However, the connections between geography and citizenship are not specifically stated.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

West Virginia. *Social Studies Program of Study* (1987).

Geography and Citizenship: Citizenship learning outcomes are provided by grade level. For example, at grade 5, an outcome is to accept social responsibilities associated with citizenship in a free society. In the high school world cultures course, an outcome is to propose and demonstrate values essential for participation in an organized democratic society. When the citizenship outcome is attached to a course that has numerous geographic learning outcomes, direct connections between geography and citizenship are presented.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Wisconsin. *A Guide to Curriculum Planning in Social Studies Education* (1986).

Geography and Citizenship: Citizenship is related to community membership and the idea that our communities stretch from the school and neighborhood to the state, nation, and world. Citizenship is a key focus of the social studies, going beyond the study of the nature of government toward the ideal of an involved, informed citizenry. Social studies should enable students to understand the role and function of our various social and political institutions at the local, state, national, and international levels. Geography's role in citizenship is implied by the numerous examples suggested as focus issues. For example, what challenges does a colony face when it sets out to become an independent nation? One element of that question is the fostering of citizenship within the context of nation building, relying upon both the physical and human resources of the place.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Wyoming. *Wyoming Standards of Excellence for the Social Studies* (1982).

Geography and Citizenship: Exemplary social studies programs include opportunities to learn and practice academic and social skills necessary to enable the student to function effectively as an individual and as a member of an ever-changing democratic society. These programs link information presented in all classes regarding world, national, state, and local concerns with practical experiences gained by students through analysis of and participation in social and civic processes. The connections between geography and citizenship are implied.

Five Fundamental Themes: The five fundamental themes of geography are not yet incorporated into the guidelines.

Summary

Two major classifications appear appropriate for the state social studies guidelines examined. The first includes the guidelines that are discipline-specific with regard to content, concepts, objectives, and general goals. Citizenship is viewed as the result of discipline-specific learning. Those guidelines tended to have few direct or implied suggestions for the relationship between geography education and citizenship.

The second group includes the guidelines that are general, devoting little attention to specific disciplines, but elaborating to a greater degree

upon socialization processes, including citizenship. With reference to the five fundamental themes of geography, the state social studies guidelines exhibited considerable variation, from being nearly inclusive of the five fundamental themes to including little more than map and globe skills to represent geography education.

References

Council of State Social Studies Specialists (1986). "Course Offerings in Social Studies Education." In *National Survey: Social Studies Education K-12*. Washington, DC: National Council for the Social Studies. ED 289 800.

Harper, R. (1990). "The New School Geography: A Critique." *Journal of Geography, 89*(1), 27-30.

Steinhauser, F.R. (1966). *The Study of Geography*. Background Paper No. 5, Project Social Studies. St. Paul, MN: University of Minnesota.

6

Geography Education and Citizenship Competencies

Most people would agree that citizens should understand how their government functions. Many would also agree that it is important for citizens to understand how the international dimension of their country's government functions, including having knowledge of the countries that make up the international dimension. Competent citizenship involves more than just participating in the electoral process. It also involves participation in policy decisions that range from the local neighborhood (perhaps a block or neighborhood association) to the state, federal, and international levels. Competent citizenship entails exercising influence when policies are formulated and responding to those policies responsibly with positive and/or negative feedback to policymakers.

This chapter looks at how educators have defined basic competencies for citizenship. It then examines specifically how geographic education can contribute to development of those competencies.

Identifying Basic Competencies for Citizenship

Remy (1979) has described three conditions that make systematic consideration of the question of basic citizenship competencies useful. First, the task of being a citizen continues to become more complex, entailing greater responsibilities. Remy cites as one example the "rise of global interdependence," a topic directly related to geography education. He also includes, among other factors contributing to this condition, the knowledge explosion, increasing technology, and social concerns.

Second, the citizen's responsibilities are becoming more diversified. In addition to including the familiar subjects of "civics, history, and geography," citizenship must also be woven into law-related, global, and

community participation courses. While all share a common concern with citizenship, each new approach provides a somewhat different perspective on citizenship, indicating the diversity of the citizen's role.

Third, citizenship is part of a much broader education and socialization process that involves the schools, the community, and a host of organizations, ranging from flower clubs to religious groups. Because of that broad concern, it is difficult to pinpoint any learning environment that has the sole responsibility for citizenship (Remy 1979). Most experts agree, however, that the school plays a significant role by creating the conditions, both directly and indirectly, that facilitate learning about citizenship (Patrick 1977).

Remy (1979) identified seven citizenship competencies to which education must be attentive:

- Acquiring and using information: acquiring and processing information pertinent to a question or issue.
- Assessing involvement: assessing one's involvement and stake in issues, decisions, and policies.
- Making decisions: making thoughtful decisions regarding problems affecting citizens.
- Making judgments: developing and applying standards such as justice, ethics, and practicality to make judgments about people, policies, and decisions.
- Communicating: communicating ideas as a responsible citizen to others, including decision makers and public officials.
- Cooperating: cooperating and working with others to achieve goals that have been mutually established.
- Promoting interests: working effectively with institutions, including the bureaucracy, in order to promote and protect one's self-interests and values.

Geography education shares the responsibility for developing the seven basic citizenship competencies along with other school subjects. Geography education has the closest connections with the first four competencies: acquiring and using information, assessing involvement, making decisions, and making judgments. The latter three citizenship competencies—communicating, cooperating, and promoting interests—are also important in geography education, but the connections are not as explicit. In the next section, the applications of geography education to the development of citizenship competencies are examined.

Citizenship Competency and Geography Education

In developing the following presentation on how geography education helps build competency in citizenship, the author relied heavily upon two publications from the Geography Education National Imple-

mentation Project (GENIP): *K-6 Geography: Themes, Key Ideas, and Learning Opportunities* (GENIP 1987) and *Geography in Grades 7-12: Themes, Key Ideas, and Learning Opportunities* (GENIP 1989). The themes, key ideas, and learning opportunities presented in those volumes demonstrate how geography education can be used to enhance the basic citizenship competencies identified by Remy (1979).

The learning opportunities from geography education presented in this chapter are not the only possible ways in which geography can contribute to development of citizenship competencies. The publications by GENIP include numerous additional learning opportunities that apply equally well to the development of citizenship, and other ideas could be developed by teachers.

In the following sections, specific learning opportunities related to each of the five fundamental themes of geography education are matched with the citizenship competencies. While the citizenship competencies are presented separately, it is important to recognize that they are not mutually exclusive.

The learning opportunities are grouped by grade level (primary, intermediate, junior high, and senior high). While the suggested learning opportunities have not been pilot tested in the formal sense, many of them are familiar to teachers. They are presented to illustrate the various types of learning opportunities from geography that allow students to acquire and practice citizenship competencies.

Acquiring and Using Information. Acquiring information entails obtaining data from a source that is deemed to be valid and reliable. Using information entails making judgments about its appropriateness, organizing the information in a coherent manner, and using it in a practical, sensible way. While a wide array of information can be collected, for citizenship purposes the "information acquired should be used in some purposive manner leading to greater understanding of a situation, an entity, a problem or ideas about productive solutions" (Winston and Anderson 1977). Within our information society, one of the major tasks for the citizen is to make sense out of the mass of information that is released regularly on a number of important issues and problems.

Following are examples of learning opportunities for using geographic education to develop competence in acquiring and using information.

Primary Level (Grades K-3)

Location: Take a walking tour to observe where the crosswalks are located near the school. Hypothesize why the location of crosswalks is important information.

Place: Identify symbols and logos that give information about the environment. For example, some symbols on signs are warnings.

Relationships Within Places:	Decide whether vacant land in your community should be used or left alone. If it is to be used, draw pictures to suggest possible uses.
Movement:	Use information on maps to decide upon and evaluate planned routes for field trips or individual students' trips.
Region:	Point out the political boundaries for the community and identify ways in which the region shares common characteristics (e.g., one name, one mayor, one bus system, one taxation unit).

Intermediate Level (Grades 4-6)

Location:	Describe factors that help influence the growth and development of a city, a manufacturing area, a resort, or a transportation system.
Place:	Use a variety of sources to prepare advertisements designed to attract people to a place.
Relationships Within Places:	Give examples of human alterations of the physical environment that have produced positive and negative consequences (e.g., buildings, parking lots, transportation facilities, sewage disposal).
Movement:	Gather information about a specific industry, including location, importance in world trade, and routes bringing the products of that industry into the community.
Region:	Analyze maps of a region to determine human and physical characteristics (e.g., race, language, nationality, religion, landforms, climate).

Junior High School Level (Grades 7-9)

Location:	Identify the relative location of physical and human features using a variety of maps, globes, aerial photographs, and satellite imagery.
Place:	Construct and compare climate graphs for selected places and suggest reasons for similarities and differences in the data.
Relationships Within Places:	Differentiate between categories of resources, such as renewable and nonrenewable, natural and manufactured, and human or nonhuman.
Movement:	Study maps that show the diffusion of ideas, products, and capital, and develop generalizations regarding their patterns (e.g., democratic government, coffee, transactions of a multinational corporation).
Region:	Demonstrate by using maps that changes in the elements of a region (population, environment, political, economic, and cultural factors) may alter boundaries.

High School Level (Grades 10-12)

Location:	Research the local government ordinances that permit or restrict the location of different activities within an area.
Place:	Construct and analyze population pyramids for different places and make inferences and predictions based on the data.
Relationships Within Places:	Identify human modifications of the physical environment that have had intended as well as unintended effects.
Movement:	Map the locations and diffusion of major ideologies, including political and religious/belief systems.
Region:	Examine factors that may influence change and create dynamism in regions (e.g., migration, technology, and capital investment).

Assessing Involvement. Involvement is an essential part of citizenship that varies greatly among individuals and groups. Some groups and individuals are at the middle of political situations, issues, decisions, and policies, while others stand nearer the sidelines. Assessing one's involvement requires identifying the consequences for self, for other individuals, and for local to national community settings.

In geography education, involvement may have direct and/or indirect results for the individual and community. For example, participation in "sister city" projects does not usually involve every citizen in a community directly. However, such indirect benefits as increased teaching resources in schools as a gift of a sister city or greater empathy in the community for people of another culture may be important. In this case, the involvement of a few has consequences for the larger group.

Following are examples of learning opportunities for using geographic education to develop competence in assessing one's involvement in citizenship activities.

Primary Level (Grades K-3)

Location:	Evaluate several places in the classroom to locate a new bookcase, a television monitor, or a wall map. Consider how the new location will affect each individual's use of the item.
Place:	Describe places that are fun to visit and explain why they are enjoyable.
Relationships Within Places:	Decide upon a project that will involve you in making improvements in the classroom (e.g., tidy up the work area, grow plants, water plants).
Movement:	Identify ways in which you depend upon other people in the community and ways that others depend upon you.

Region:	List things that help define your community and that involve you (e.g., public safety department, street department, school board).

Intermediate Level (Grades 4-6)

Location:	Prepare an inventory of significant local landmarks the class has visited and analyze the reasons for their locations.
Place:	List recreational activities that occur in areas specifically planned for use by people (e.g., tennis, baseball).
Relationships Within Places:	List ways that people become involved with the natural environment (e.g., using it to make a living, protecting it, abusing it).
Movement:	Evaluate migration patterns within and outside of your region. Compare the past patterns of movement for students in the class, their parents, and grandparents with the movements occurring presently in your region.
Region:	Evaluate personal choices and governmental policy for the solution of regional problems (e.g., the dumping of waste material, traffic congestion).

Junior High School Level (Grades 7-9)

Location:	Describe the location of selected major regions, countries, and cities relative to other places, to major physical features, and to the local area (e.g., relative location in terms of travel time and cost).
Place:	Describe ways in which people of a nation borrow and loan cultural characteristics (e.g., the degree to which members of certain age groups are responsible for accepting new fads from other places).
Relationships Within Places:	Study a map of the world's major forests, identify patterns of deforestation, and explain why different groups of people (e.g., people using forest products, groups involved in conservation of forests) view forests in different ways.
Movement:	Identify examples of legislative barriers to movement (e.g., immigration quotas, emigration restrictions, political systems).
Region:	Conduct a survey within the class, school, or community to determine and analyze understanding of selected regional terms (e.g., the South, the Far East, the suburbs).

High School Level (Grades 10-12)

Location:	Classify a list of reasons to explain the location of an activity within the local community (e.g., school, fast-food restaurant, grocery store, tire shop).

Place:	Map and describe cultural characteristics of ethnic neighborhoods or settlements in your area and describe how they are involved in, yet distinct from, the larger place.
Relationships Within Places:	Suggest ways in which the use of technology broadens opportunities and reduces constraints of the environment (e.g., local applications of technology that have changed the environment).
Movement:	Compile and map a list of recent human contacts (e.g., with friends, relatives, salespeople) that originated more than 50 miles from your local area.
Region:	Prepare a flow diagram that shows how the production of basic items (a pencil, foods made with spices) results in relationships between different regions.

Making Decisions. A decision is a choice one makes between two or more available alternatives. Decision making is an important part of citizenship that cannot easily be avoided, since we are constantly faced with dozens of decisions each day. Decision making is practiced by individuals and by groups. When reaching group decisions, the values and value judgments being proposed by the group must be acceptable to all members. Otherwise, fragmentation rather than consensus will occur.

Geography education provides valuable insights into decision making. For example, decisions regarding many of the commodities we consume must consider the broader international dimension. Because air pollution released into the atmosphere knows no boundaries, different kinds of factors must be considered as decisions are made.

Following are examples of learning opportunities for using geographic education to develop competence in decision making for citizenship.

Primary Level (Grades K-3)

Location:	Study the present organization of the classroom and decide upon changes that can be made.
Place:	Add buildings, roads, and bridges to a sandbox model of physical features and give reasons for the placement.
Relationships Within Places:	Write stories about how people in different places make decisions about using the environment.
Movement:	List the advantages and disadvantages of two different routes between home and school, and decide which is better.
Region:	Write a paragraph about a specific change in the community and how it was decided to make the change (e.g., new school, shopping mall, new highway).

Intermediate Level (Grades 4-6)

Location:	Decide which of several alternatives would be the best location for a business activity (e.g., record shop, fast-food restaurant).
Place:	Develop two or three zoning rules that would guide decisions on the extent to which the environment can be changed in your community.
Relationships Within Places:	Evaluate newspaper articles regarding environmental quality and decide upon a strategy for examining a local environmental issue.
Movement:	Decide upon the best alternative from among several proposals to improve transportation in the local community.
Region:	Use temperature and precipitation information for several regions to decide where to build a tourist hotel.

Junior High School Level (Grades 7-9)

Location:	Trace the choices for residential location made by family members and other relatives for the past two generations and identify the reasons for the choices.
Place:	Collect survey data about the local neighborhood and use the data to support decisions regarding different kinds of land use that might be proposed.
Relationships Within Places:	Identify present and future uses for the resources of the earth, and decide how the use of resources should be changed now and in the future.
Movement:	Identify the physical characteristics of places and describe how they were important in people's decision to migrate there (e.g., Dust Bowl, snow avalanche, volcano, or other natural hazard).
Region:	Decide upon ways that people in the local community could be rallied to participate in a project that would improve the environment in a much larger region.

High School Level (Grades 10-12)

Location:	Conduct a simulation exercise using maps to decide upon the location for a new service/economic activity in the community (e.g., a shopping mall, a commercial waste landfill, a hospital).
Place:	Collect and correlate information from a field study; display the data in maps, graphs, and tables; test hypotheses and make generalizations; discuss how to apply the findings in making decisions about necessary changes in the environment.

Relationships Within Places:	Debate whether developing nations should be given the technology to make rapid changes to their environments and decide upon ways that the technology could be used to have a positive influence.
Movement:	Develop a list of "push" and "pull" factors that people use in making a decision to migrate to a new location; rank the factors from most to least important in making the decision.
Region:	Decide where and how modifications within a region might occur (e.g., improvement of agricultural productivity, building of high-density housing, developing an industrial park).

Making Judgments. Making judgments is one of the most frequently used citizenship competencies. Judgments involve deciding whether something is right or wrong, fair or unfair; it also involves determining whether long-term benefits will outweigh short-term benefits. Our judgments are based on criteria that enable us to compare an issue, activity, or action with either an individual or social standard.

Geography education contributes to making judgments in several special ways. The study of geography helps establish an individual's criteria for what is a good location. Those criteria may apply to the location where a bicycle is momentarily parked or the location that is selected for depositing litter. Judgments that rely upon criteria from geography are related to how people move about in, respond to, and change the environment.

Following are examples of learning opportunities for using geographic education to develop competence in making judgments as a citizen.

Primary Level (Grades K-3)

Location:	Observe and make judgments regarding the location of stop signs and traffic lights.
Place:	Compare a photograph, a model, and a map of a physical feature and judge which representation is best for a hiker to use.
Relationships Within Places:	Compare several tools that people use to change the environment and judge whether they can result in good or bad changes.
Movement:	Classify the kinds of communication and transportation that could link several places and judge which would be most appropriate.
Region:	Identify several changes that have occurred in the local community and judge whether they have been positive or negative.

Intermediate Level (Grades 4-6)

Location:	Describe the locations of places in the community (e.g., hospital, park, city hall or county courthouse, airport) and judge whether each location is good or poor in terms of the functions served.
Place:	Evaluate the effects of climate on your community and judge whether the climate harms or helps the activities that occur there.
Relationships Within Places:	Study ways in which the land is used locally and make judgments regarding the suitability of those uses for people and the environment.
Movement:	Examine recent migrations of people from one country to another and judge the actions of governments in both the countries from which people are departing and those where they are arriving.
Region:	Identify the criteria used to divide the state, country, or world into regions and judge the suitability of the criteria.

Junior High School Level (Grades 7-9)

Location:	Evaluate the accuracy of descriptions of a selected location presented by two different persons and determine which is more exact.
Place:	Evaluate the strengths and weaknesses of Gross National Product (GNP) and other social and economic indicators in reflecting the human characteristics of a place.
Relationships Within Places:	Demonstrate how people adapt to the environment in ways that reveal their cultural values, economic/political systems, and technological levels.
Movement:	Speculate on the consequences to the local area if all international transportation and communications were to cease.
Region:	Develop, substantiate, and present a point of view on a topic or issue pertaining to a region.

High School Level (Grades 10-12)

Location:	Cite local examples of location decisions that reflect judgments based upon the values, attitudes, and perceptions of the decision makers.
Place:	Identify and assess values, attitudes, and perceptions of people at a place revealed in poems, stories, music, landscape painting, photography, and TV/film/video.
Relationships Within Places:	Predict an environmental change; describe the positive, negative, and negligible impacts as well as possible long-term consequences.

Movement: Identify and analyze reasons for population migration related to perceived greater opportunity (e.g., economic opportunities, human rights, political freedoms, better environment).

Region: Identify, map, and evaluate criteria used to define regions as developed and developing, have and have-not.

Communicating. The ability to communicate ideas to other people is an important competency for citizens in a democratic society. The decisions of public officials, extending from local governing boards to national officeholders, may be influenced by communications from constituents. Communication as a competency for citizenship must be interpreted broadly. It may involve two-way communications, or it may entail the presentation of a message in hopes that opinion will be swayed.

Communicating geographic information, both verbally and through graphic representations, is an important element of citizenship. Addressing the environmental concerns that presently face societies at all levels requires not only information, but also the ability to organize that information in a format that presents the germane elements, distinguishes fact from judgment, provides a context of social concerns and values, and enhances use of the information in decision making.

Geography's use of maps or graphs to show distributions is a powerful means of graphic communications. Information about issues, problems, or consequences of various actions may be readily presented on maps or graphs and through photography. By showing one's place, or home, in relation to other information, these visuals have strong emotional and personal appeal.

The following are examples of learning opportunities that use maps and other visuals for communicating information and positions regarding an issue.

Primary Level (Grades K-3)

Location: Use maps to show the relative locations of places in the neighborhood.

Place: Use pictures and maps to help explain differences between land and water.

Relationships Within Places: Identify common needs of people everywhere, and use pictures and stories to tell how needs are met.

Movement: Discuss maps that provide information about travel, and display a collection of varied maps.

Region: Use maps and pictures to identify changes in the neighborhood over time.

Intermediate Level (Grades 4-6)

Location:	Use maps and globes to classify and describe the importance of locations.
Place:	Obtain useful information from maps for describing climate, natural vegetation, and resources.
Relationships Within Places:	Analyze maps and photos of the local environment to study the ways people use, abuse, and protect resources.
Movement:	Use maps and aerial photos to show how transportation systems form the basis for movement of products.
Region:	Use maps to show how landforms, climate, and natural vegetation regions change with time.

Junior High School Level (Grades 7-9)

Location:	Identify the relative location of physical and human features using a variety of maps, globes, aerial photographs, and satellite imagery.
Place:	Construct and compare climate graphs for selected places and suggest reasons for similarities and differences in the data.
Relationships Within Places:	Map several resources that vary from place to place. Formulate and test hypotheses that explain the variations.
Movement:	Map the movements of several specific products between places and give reasons for the movements.
Region:	Identify major subregions of larger world regions, and explain why they are part of a larger region.

High School Level (Grades 10-12)

Location:	Using maps and narrative, explain the location of selected major regions, countries, and cities relative to other places.
Place:	Construct and use population pyramids to describe places, and make inferences and predictions based on the data.
Relationships Within Places:	Use examples of earning a living to show how people adapt to the environment in ways that reveal their cultural values, economic systems, and technological levels.
Movement:	Describe, using charts or graphs, how changes in transportation/communications technology influence the rates at which people, goods, and ideas move from place to place.
Region:	Illustrate by means of a graph or map a change in the boundary of a region in light of new data or altered criteria.

Cooperating. The activities that members of society engage in—whether as children, adolescents, adults, or as groups comprised of all three age levels—require cooperation. The citizenship of daily life, simply moving about in the environment, requires a certain amount of governance and cooperation. Without cooperation, the functioning of a democratic society would soon reach "gridlock," the situation in which everything stops.

Geography education makes important contributions to the development of cooperation. One example is the attention that geography gives to the natural and cultural environments. Different types of individual roles are possible within groups that are studying or working to improve the environment. The roles vary, but all usually involve cooperation. Projects to develop contacts with sister cities or classrooms, participate in exchange programs, or invite visitors as guest speakers all entail cooperation. Since most activities that citizens pursue on a regular basis, such as the journey to work, recreation in the environment, and so on, incorporate some dimension of geography, it is an important subject for developing competence in the skills of cooperation.

The following learning opportunities are examples of ways geography education enhances cooperation for democratic citizenship.

Primary Level (Grades K-3)

Location:	Build models and draw maps to represent location of places relative to other places.
Place:	Create your own community, as a class or in small groups.
Relationships Within Places:	Initiate a class project to improve something in your neighborhood.
Movement:	Discuss what life in the community would be like if there were no transportation or communication with other places.
Region:	Prepare and use interview questions to determine the employment activities of people in the local area.

Intermediate Level (Grades 4-6)

Location:	Prepare an inventory of significant local landmarks and formulate reasons why their locations are important.
Place:	Design a brochure describing a tour of North America.
Relationships Within Places:	Construct maps showing places with environmental problems.
Movement:	Devise a plan for reducing environmental problems related to transportation.

Region:	Evaluate proposed solutions to regional environmental problems. Consider your personal choices as well as national policies.

Junior High School Level (Grades 7-9)

Location:	Conduct interviews to obtain data on how people refer to the locations of places.
Place:	Work in groups to collect survey data about the environmental conditions in the local neighborhood.
Relationships Within Places:	Cite local examples of environmental changes that had both intended and unintended effects.
Movement:	Participate in formal and informal networks that provide information about transportation issues in the community.
Region:	Develop maps and/or graphs of international assistance programs that demonstrate relationships and global patterns among several world regions.

High School Level (Grades 10-12)

Location:	Conduct a simulation exercise using maps to examine the location of a newly planned economic activity or an environmentally sensitive issue in the community.
Place:	Observe and summarize primary and/or secondary data from topographical maps, charts, graphs, statistics, and aerial photographs.
Relationships Within Places:	Construct maps and diagrams that demonstrate consequences of human modification of the environment.
Movement:	Complete a class project on the effects of a new transportation system in your community.
Region:	Conduct a survey within the class, school, or community to determine whether agreement exists regarding long-range goals for the community.

Promoting Interests. In today's world, promoting one's interests has become an important aspect of responsible citizenship. Examining issues, evaluating information, making judgments regarding ethical standards, and lending support to a group or cause is common practice in a democratic society. An important aspect of promoting interests in a highly organized, bureaucratic society is learning how to develop a strategy that is effective.

Government at all levels—local, state, and national—is accountable to the general citizenry. Geography education is important in dealing with government and promoting, or checking, the interests of individuals

and groups. Land use zoning ordinances regarding the location of different kinds of economic activities are among the interests promoted at the local level. Citizen boards and public hearings provide opportunities for different sides of zoning issues to be presented. State governments are often in charge of public lands, and numerous groups have special interests in promoting commercial, recreational, or other possible uses for those lands. At the national level, the issues addressed by the Environmental Protection Agency, the Sierra Club, or the Nature Conservancy are subject to the promotion of interests by individuals and groups. Finally, one interest that all people on the earth share and ought to promote is the quality of the global environment.

The following learning opportunities are examples of ways geography education may assist in promoting interests of citizens.

Primary Level (Grades K-3)

Location:	Compare different locations in the neighborhood to select the best place for a newspaper recycling station.
Place:	Decide how an area might be made more attractive and draw a picture to help convince others.
Relationships Within Places:	Decide whether empty land in your community should be used or left alone. If it is to be used, draw pictures that would help influence other people about its uses.
Movement:	Convince others of the advantages and disadvantages of using a bicycle, car, bus, boat, or train as a means of travel.
Region:	Draw pictures showing how you would like the neighborhood to change in the future.

Intermediate Level (Grades 4-6)

Location:	Demonstrate the importance of location by tracing the population changes in an area.
Place:	Collect tourist brochures to appraise their influence in attracting people to selected places in North America.
Relationships Within Places:	Evaluate a national or international decision that has affected environmental quality.
Movement:	Gather information about a specific industry, including location and importance in world trade. Design a plan for the industry to locate in the community.
Region:	Develop an argument explaining how a positive change in a region's environment will benefit the people living there.

Junior High School Level (Grades 7-9)

Location:	Develop a list of reasons to explain the best location for a business.

Place:	Analyze media portrayals of the characteristics of particular places and judge the impressions presented of the places.
Relationships Within Places:	Present arguments for ways in which the use of technology broadens opportunities and reduces constraints of the environment.
Movement:	Analyze a case study demonstrating how interdependence leads to issues of global significance.
Region:	Analyze the issues that arise because population in a region increases.

High School Level (Grades 10-12)

Location:	Explain why certain locations have strategic global significance and are viewed as being important to certain nations.
Place:	Argue the importance of relationships between institutions and cultural characteristics of places that result in cooperation between ethnic groups, races, and countries.
Relationships Within Places:	Describe a predicted environmental change, including positive, negative, and negligible effects, as well as long-term consequences.
Movement:	Search the media for examples of ways in which perceptions are used to promote the diffusion of products or ideas.
Region:	Evaluate national development objectives, examining whether they do or do not reflect consideration of ethics, values, and attitudes toward the environment.

Summary

Geography education provides numerous learning opportunities to develop the basic competencies of citizenship. The five fundamental themes of geography have applications to a wide array of citizenship activities, incorporate examples from the real world in the development of learning activities, and rely to a large degree upon the application of the essential skills of geographic education to complement the competencies of citizenship.

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7

Geography Education and Citizenship: The Future

In looking to the future, the main question we must ask about geography and citizenship is: How does geography contribute to responsible, informed citizenship? Among the factors to be considered in answering this question are the citizenship responsibilities people have to their social groups and to their community and country, as well as the citizenship responsibilities people have as members of a world-wide social community sharing the finite resources of the earth. When considering those broad concerns, geography education has several significant roles within the broader issue of citizenship.

Geography education for citizenship has as its major goal the development of the five fundamental themes of geography, their underlying concepts, and their application to significant issues in the community, the nation, and the world. Citizens who are knowledgeable regarding the fundamental themes, and who are able to apply them in assessing and evaluating issues related to the environment and its use, will be geographically literate.

Geographically literate citizens know what is occurring, where it is occurring, and why it is occurring. They comprehend how actions in one part of the world—whether political, economic, or natural—can affect people in other parts of the world directly and indirectly. Geographically literate citizens understand the relationship between people and the environment in the broadest sense.

Geography provides information individuals and groups need in order to make critical judgments and rational decisions about issues ranging from the environment to international trade. For example, developing individual and community action plans intended to reduce the prospects of global climatic change depends, in part, upon geographic information.

Geography education is important in helping students realize they are members of social groups, communities, and countries, as well as participating residents of the earth. Citizens who are informed about geography are able to develop a sense of membership in the international as well as the national community.

Geography Education and Global Citizenship

Life in the global community requires that common interests be recognized, that prevailing issues be addressed, and that the interrelatedness of the earth's natural and human systems be understood and appreciated. All are reflected in the integrative viewpoint of geography, a viewpoint that is unique to the discipline. Geography claims a dynamic role in linking the intellectual and emotional qualities of people sharing the earth.

Traditionally, the global attributes of geography education and citizenship have not been clearly articulated in the schools. Today and in the future, expanding international connections are a fact of life, as exemplified by the following statement:

> In a single day, the "typical" U.S. citizen, for instance, may be awakened by a Japanese clock radio, drink morning coffee from Brazil, drive to work in a Fiat on tires made of Malayan rubber, buy Saudi Arabian gas, and listen on a German-made radio to news reports about a visiting Bolivian trade delegation (Alger 1976).

Other observers predict that the regional or national concern of citizenship will diminish in importance as the international aspects of communications and economic relationships develop (Merriam 1966). Such a shift is projected to occur as people confront the responsibilities of citizenship in an international context (Remy 1979). These prospects are a reality for the European Community, with its blueprint for international integration. People in the United States will also need to realize they can no longer live as if they were immune to foreign influences, maintaining an erroneous sense of self-sufficiency. They must become aware of both their collective and individual roles as global citizens (Drake 1987).

The publication, *The United States Prepares for Its Future: Global Perspectives on Education,* describes how geography education serves international citizenship. Among the specific examples for the elementary curriculum are (1) knowledge of physical and human geography; (2) basic concepts of the social sciences, of which geography is one discipline; and (3) looking at things from another's point of view, which is accomplished in part through the study of relationships within places (people interacting with the environment) in geography. In the secondary curriculum, examples of geography education's role include (1) con-

tinued study of the physical and cultural geography of the world; (2) advanced study of the world as a physical system, incorporating physical geography; and (3) becoming knowledgeable regarding local participation in the world economy (Study Commission on Global Education 1987).

It is important to recognize that geography education, its traditions as a discipline and the five fundamental themes it brings to the curriculum, is a means to examine the elements of citizenship from the local to the global scale. If international knowledge, skills, and values are desired, it is geography education that yields essential preparation for American citizenship in this age of global interdependence (Pike and Barrows 1979). In our interdependent world, it is desirable and increasingly necessary for citizenship to reflect both international and national issues.

Geography Education and National Citizenship

The emotional side of citizenship is often expressed in the attachment people have to a political territory, the flag, or ethnic and cultural traditions—in short, love of country. Geography education engenders those emotions in students through its content and methodology, which are based upon the cultural heritage or common experience of a people or country.

Teaching and learning about one's country is a traditional role of education that is beneficial as long as it does not demean other countries and peoples or intentionally create ethnocentrism among students. To the contrary, emotions regarding one's country may be used to develop a moral sensitivity to people in other places. Most leaders in our democratic society would agree with the following statement:

> [A] a sincere attachment to a nation is important for any citizen, and any discussion of the American civic culture and what it means to the people living within it by all means must include a sense of national loyalty and pride. This must also be accompanied by constructive criticism by citizens when national policy conflicts with their sense of loyalty and pride (Gibson 1968).

The attachment to region and loyalty to the nation is an important aspect of geography education and citizenship (Merriam 1966). As stated by Remy (1979): "Individuals can, for example, feel a sense of loyalty and belonging to the global human community as well as to a national political community; they face such tasks as making, judging, and influencing decisions in relation to both domestic and global issues."

Research and Teacher Training

Suggestions for Research. A persistent question that arises when geography education and citizenship are considered is the importance and role of geographic knowledge and skills in functioning as an informed

citizen. Is the geography learning experience significant educationally in developing citizens who are competent in their knowledge about and capacity to deal with an increasingly interdependent world?

Four general research questions that seem worth investigation emerge from this general question. The questions, which are structured around the citizenship competencies suggested by Remy (1979), refer to citizens, including those young citizens in grades K-12 and those who have completed their school years. The proposed questions are

- How do the fundamental themes of geography contribute to a citizen's ability to acquire and process information that is critical to making decisions about the environment?
- How does geographic education assist a person or group in assessing their personal and community involvement in environmental issues and policies?
- Does geographic education enable citizens to make thoughtful decisions about relationships between people and the environment when seeking viable alternative solutions to environmental problems?
- How does geographic education assist in the development of ethical considerations about the earth?

Research related to the questions may address several dimensions of geographic education. Research that examines the treatment of geography and citizenship within textual, electronic, and visual instructional materials is needed. Other research studies should look at the effects of field study and experiential learning in geography and the relationship of such pedagogical approaches to citizenship competencies. Still other research should look at the attitudes and perceptions of students relative to people and places at the regional, national, and international levels of spatial interaction and global interdependence.

Preservice and Inservice Teacher Training. One can argue that little will occur to enhance geography's role in citizenship development unless preservice and inservice teachers are presented with suggestions and exemplary lessons that show the connections between geography and citizenship. Three arguments suggest that the 1990s can be viewed as a decade of opportunities for geography education and citizenship.

First, at the end of the 1980s the curriculum spotlight in social studies focused upon geography and history as the matrix for a newly proposed social studies framework; these two disciplines were viewed as offering "the perspectives of time and place" (National Commission on Social Studies 1989). Geography's perceived and stated responsibilities within the curriculum have not been so great since the early 1930s.

Increased recognition of geography's role by academic societies and professional organizations has resulted in new curriculum requirements and national geographic education guidelines. This increased activity at

the K-12 level suggests that geography has truly been rediscovered (Hill 1989).

Geographic educators have responded to this new-found popularity with several proposals for reinstituting the discipline within the curriculum. Some proposals suggest wedding geography to history (Salter 1989), thus giving geography a more visible role in the teaching of history. The combination of history and geography presents numerous opportunities to enhance those aspects of citizenship normally included in history courses. It offers an opportunity to focus on both the cultural heritage and the environmental inheritance that history and geography represent. Other proposals present the case for geography as a separate course and, in some cases, as a separate curriculum (Crampton and Lanegran 1989).

The second reason for viewing the 1990s as a decade of opportunity concerns preservice teacher training. It has been argued that social studies teachers often have a limited background in geography and that few are adequately prepared to deal with geography's "scientific" content as both a physical and social science. Professional societies of geographers are currently recommending a teacher accreditation standard for geography (Spetz 1988). To achieve change in the precollegiate curriculum, the colleges and universities where teachers are trained must present geography so that the benefits and contributions of the discipline to addressing and resolving issues of significance, issues of concern to citizens, are made prominent.

Finally, the Geographic Education Alliance movement is providing opportunities for inservice teachers to upgrade their backgrounds in geography content and classroom methodology (Binko 1989). Teachers share in the leadership and inservice activities of the alliances, which function as networks of educators committed to the improvement of geography instruction and to helping one another. An important role of the alliances is to demonstrate how geography benefits learning while simultaneously increasing citizen-based commitment to stewardship of the earth and its environments.

Conclusion

Current trends make the necessity for citizenship to take on an international dimension seem obvious. That dimension will not, however, replace patriotic concerns or love of country. Instead, that emotional attachment to place will be extended. From a geographic perspective, it is apparent that the concern one has for a global environment begins with the local environment. Quality of environment at the local level affects the quality of the environment at the global scale, either positively or negatively.

The interdependence of the world's people and countries may be studied through issues related to the environment and international economics. Environmental problems neither know, nor recognize, borders. Environmental problems move by air, water, and land. Economic activities intentionally cross borders, resulting in the movement of products, ideas, and in many instances people, between countries and regions of the world.

Both economic and environmental issues are of importance to geography and citizenship alike. Environmental issues provide an opportunity to combine citizens' efforts at solving problems internationally. Geography education provides opportunities to learn about the similarities of citizens in different parts of the world and the ways they go about addressing issues that confront them. Geography education provides the perspectives and the essential information to understand ourselves and our relationships to the earth itself and to other people in other places. All are basic elements of geography education for citizenship.

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